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DETERMINING CRITERIA FOR THE APPRAISAL OF
HOME ECONOMICS INSTRUCTIONAL MATERIALS
FOR THE EDUCABLE MENTALLY RETARDED

by

Irene Kathlyn Winterfeld

A thesis submitted
in partial fulfillment of the requirements of
the degree Master of Science, Major in
Home Economics Education, South
Dakota State University

1969

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DETERMINING CRITERIA FOR THE APPRAISAL OF
HOME ECONOMICS INSTRUCTIONAL MATERIALS
FOR THE EDUCABLE MENTALLY RETARDED

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser

Date

Acting Head, Home
Economics Education
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Date

ACKNOWLEDGEMENTS

The author expresses her appreciation to her advisor, Dean Frances M. Hettler, for her guidance and assistance throughout this study and to the panel members who contributed to the research. The author also extends her thanks to her parents for their encouragement and confidence during this period of graduate study.

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CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
STATEMENT AND IMPORTANCE OF PROBLEM	1
BASIC ASSUMPTIONS	3
METHOD OF PROCEDURE	3
LIMITATIONS	8
DEFINITIONS	9
II. SOME PERTINENT LITERATURE	10
CHARACTERISTICS AND NEEDS OF THE EDUCABLE MENTALLY RETARDED	10
SELECTION OF INSTRUCTIONAL MATERIALS FOR THE EDUCABLE MENTALLY RETARDED	17
SELECTION OF HOME ECONOMICS INSTRUCTIONAL MATERIALS	24
SUMMARY	28
III. PRESENTATION AND INTERPRETATION OF DATA	29
CRITERIA FOR THE APPRAISAL OF INSTRUCTIONAL MATERIALS	29
APPRAISAL OF SELECTED HOME ECONOMICS INSTRUCTIONAL MATERIALS	39
IV. SUMMARY AND RECOMMENDATIONS	99
SUMMARY	99
RECOMMENDATIONS FOR FURTHER STUDY	105
V. SELECTED REFERENCES	106
VI. APPENDIX	109

TABLES

TABLE		PAGE
I.	BELIEFS OF PANEL MEMBERS CONCERNING THE APPROPRIATENESS OF CRITERIA RELATED TO CONTENT AND INTELLECTUAL MATURITY	31
II.	BELIEFS OF PANEL MEMBERS CONCERNING THE APPROPRIATENESS OF CRITERIA RELATED TO CONTENT AND CHRONOLOGICAL AGE AND SOCIAL INTERESTS	34
III.	BELIEFS OF PANEL MEMBERS CONCERNING THE APPROPRIATENESS OF CRITERIA RELATED TO CONTENT AND INSTRUCTIONAL OBJECTIVES AND CURRICULUM	36
IV.	BELIEFS OF PANEL MEMBERS CONCERNING THE APPROPRIATENESS OF CRITERIA RELATED TO FORMAT AND INTELLECTUAL MATURITY	37
V.	APPLICATION OF CRITERIA BY PANEL MEMBERS IN THE APPRAISAL OF INSTRUCTIONAL MATERIAL "A": <u>EVERY DAY EAT THE 1-2-3-4 WAY</u>	42
VI.	APPLICATION OF CRITERIA BY PANEL MEMBERS IN THE APPRAISAL OF INSTRUCTIONAL MATERIAL "B": <u>ALL SYSTEMS ARE GO WITH YOUR 4 STAGE FOOD ROCKET</u>	48
VII.	APPLICATION OF CRITERIA BY PANEL MEMBERS IN THE APPRAISAL OF INSTRUCTIONAL MATERIAL "C": <u>THE FOUR FOOD GROUPS</u> .	54
VIII.	APPLICATION OF CRITERIA BY PANEL MEMBERS IN THE APPRAISAL OF INSTRUCTIONAL MATERIAL "D": <u>THE FOUR FOOD GROUPS</u> .	59
IX.	APPLICATION OF CRITERIA BY PANEL MEMBERS IN THE APPRAISAL OF INSTRUCTIONAL MATERIAL "E": <u>MY DAILY FOOD RECORD</u>	65
X.	APPLICATION OF CRITERIA BY PANEL MEMBERS IN THE APPRAISAL OF INSTRUCTIONAL MATERIAL "F": <u>FOOD TO GROW ON...A BOOK ABOUT FOOD FOR BOYS AND GIRLS</u>	71
XI.	APPLICATION OF CRITERIA BY PANEL MEMBERS IN THE APPRAISAL OF INSTRUCTIONAL MATERIAL "G": <u>WE ARE WHAT WE EAT</u> . .	77

XII.	APPLICATION OF CRITERIA BY PANEL MEMBERS IN THE APPRAISAL OF INSTRUCTIONAL MATERIAL "H": <u>THE REAL YOU</u>	83
XIII.	COMPILATION OF APPRAISAL DECISIONS OF PANEL MEMBERS APPLYING CRITERIA TO THE SELECTED INSTRUCTIONAL MATERIALS	88
XIV.	AVERAGES OF APPRAISAL VALUES ASSIGNED BY INDIVIDUAL PANEL MEMBERS APPLYING CRITERIA TO INSTRUCTIONAL MATERIALS	97

CHAPTER I

INTRODUCTION

Education is committed to meeting the needs of all pupils. Intensive research, experiments in teaching, and the questioning of many traditional ideas about learning ability are all providing new insight to help the teacher reach, inspire, and teach pupils with varying needs.

Providing educational experiences so all students may develop to their full capacity is the responsibility of the home economics teacher. These students include the educable mentally retarded who learn more slowly and with more difficulty because of intellectual limitations. The selection of instructional materials that can be effectively used with the educable mentally retarded would seem fundamental in meeting the intellectual, social, and physical needs of these students.

STATEMENT AND IMPORTANCE OF PROBLEM

This study was primarily concerned with formulating criteria believed to be appropriate for the appraisal of instructional materials for use with educable mentally retarded students in a junior high school home economics class. To be effective instructional materials should exhibit characteristics which are consistent with the appraisal

criteria. Consequently, a second part of the study was concerned with the actual appraisal of home economics instructional materials for use with educable mentally retarded students enrolled in a junior high school home economics foods class by applying the criteria formulated.

As an instructor of educable mentally retarded girls enrolled in her junior high school home economics foods classes, the writer became concerned with the problem of selecting instructional materials for use with the educable mentally retarded. Instructional materials designed for the so-called normal or average junior high school home economics students were too advanced for the intellectual level of the educable mentally retarded. Although home economics materials designed for the elementary grades were within their reading level, the content was not always related to the chronological ages and social interests of the educable mentally retarded.

The majority of the educable mentally retarded girls in the public schools are assigned to a special home economics class or are integrated with regular students in a home economics class and are taught by teachers whose basic area of preparation is home economics (18:1). A knowledge of criteria found usable in appraising available instructional materials for use with the educable mentally retarded in home economics classes would be of value to home economics teachers with no or a limited background in special education.

The findings of this study may be used to provide a basis for adapting existing home economics instructional materials to more nearly meet the needs and characteristics of the educable mentally retarded.

This information could be used also in the development of instructional materials especially designed for such students.

BASIC ASSUMPTIONS

Before formulating criteria for the appraisal of available instructional materials for use with the educable mentally retarded in a home economics class, certain assumptions were acknowledged:

1. Instructional materials can be used effectively with the educable mentally retarded.
2. Characteristics associated with the educable mentally retarded are typical of the characteristics of the mildly retarded population as a whole and differences in characteristics are a matter of degree.
3. Individuals who are educable mentally retarded may exhibit any one or a combination of characteristics.
4. Educable mentally retarded students generally have similarities in ability, performance, and behavior that permit both group and individual instruction.

METHOD OF PROCEDURE

The major emphasis of this study was to develop statements of criteria for the appraisal of instructional materials for educable mentally retarded students enrolled in a junior high school home economics class. The cooperation of a panel of judges was secured first to judge the criteria and then to apply the criteria in an appraisal of home economics instructional materials.

A tentative list of criteria for the appraisal of home economics instructional materials for use with the educable mentally retarded

was formulated after obtaining suggestions from the literature in reference to the characteristics and needs of these children. In addition, suggestions were obtained from criteria developed for the selection of instructional materials for use with these children in subject-matter areas other than home economics and from guidelines developed for the selection of home economics instructional materials for use with the average student. In formulating this list of criteria an attempt was made to relate the criteria to the intellectual, social, and physical characteristics and needs of the educable mentally retarded.

The beliefs concerning the appropriateness of criteria for the appraisal of instructional materials for use with the educable mentally retarded were desired of certain individuals who worked directly with special education students or were involved in the administration of such programs. A letter¹ was prepared explaining the purpose of the study and asking participation in it. The letter was mailed to sixteen individuals who were believed to be competent in the administration of special education programs or in teaching special education students. Ten persons returned the enclosed postcard² indicating their willingness to participate in the study. In addition to these respondents four indicated they could not participate in the study and two did not respond.

¹For copies of letters requesting assistance see the Appendix, pages 110 and 112.

²For a copy of the postcard see the Appendix, page 114.

The tentative criteria were submitted to the panel³ of ten educators to secure their judgment as to the appropriateness of the criteria. Three of the judges were involved in the administration of special education programs in Iowa and South Dakota: curriculum development and special services. Three of the group were special education teachers who taught home skills to exceptional children enrolled in the special education program of their respective schools in South Dakota. Three of the judges were experienced home economics teachers who taught special education students in a special class or in classes with regular students in the home economics program of their respective schools in Iowa. A university professor of special education was also included in the group.

The panel was instructed to accept or reject each criterion on the basis of its appropriateness to the needs and characteristics of the educable mentally retarded. In addition each panel member was asked to suggest revisions of statements and additions which should be made. A self-addressed stamped envelope was enclosed with the list of criteria⁴ and the accompanying letter.⁵

After receiving replies from the panel members, a refinement of the criteria was made. Criteria were revised if six or more of the ten panel members suggested revision. Criteria were rejected if six

³For names of panel members see the Appendix, page 115.

⁴For a copy of the list of criteria mailed to the judges see the Appendix, page 116.

⁵For a copy of the accompanying letter see the Appendix, page 119.

or more panel members suggested that the criteria were not appropriate to the characteristics and needs of the educable mentally retarded. The refined criteria formed the basis for an appraisal device⁶ to obtain the judgment of the same panel members regarding the acceptability of selected home economics instructional materials for use with junior high school educable mentally retarded students.

A rating scale was designed to assist the panel of judges in making the appraisal. The descriptive words on the rating scale were assigned numerical values from one through five. The numerical value of one was assigned to "Outstanding or Excellent" at one end of the continuum. The numerical value of five was assigned to "Poor or Unsatisfactory" at the other end of the continuum. "Satisfactory" was assigned the numerical value of three. Provision was also allowed for the judges to write comments relative to each of the selected instructional materials.

Eight home economics instructional materials⁷ were selected for use in a foods class. The writer's eight years of experience teaching special education students in junior high school home economics foods classes was a determining factor in the selection of the instructional materials. The instructional materials were labeled "A" through "H" and included one chart, three pamphlets, two student activity sheets,

⁶For a copy of the appraisal device see the Appendix, page 120.

⁷For titles of instructional materials see the Appendix, page 123.

and portions of a student workbook and filmstrip. The instructional materials, or portions thereof, were selected to meet the following curriculum objectives described in the letter⁸ accompanying the appraisal device.

Concept: Health and Nutrition

Generalization: The four basic food groups are a guide to choosing foods which are needed to help a person look, feel, and act one's best.

Objectives: (1) To recognize the indications of good health and the foods that contribute to it, and (2) to recognize the four basic food groups and their relation to good health.

Data concerning the acceptance of each of the suggested criteria were summarized by determining the number of responses which indicated the criterion to be appropriate to the characteristics and needs of the educable mentally retarded in a junior high school; likewise the criteria believed inappropriate or needing revision were summarized. The extent of how well the eight instructional materials met the proposed criteria was determined by summarizing the numerical value responses for each criterion. The extent of agreement among the panel members in their application of the criteria in the appraisal of instructional materials was also noted.

On the basis of data provided in this study criteria were accepted for the appraisal of instructional materials for use with

⁸For a copy of the accompanying letter see the Appendix, page 124.

junior high school educable mentally retarded students. Criteria were applied to existing home economics instructional materials for use in a foods class. Recommendations were made for further use of the criteria in appraising instructional materials in other home economics areas. Recommendations were also made for evaluating the effectiveness of the appraised instructional materials in an actual classroom situation.

LIMITATIONS

The limitation of judgment sampling was represented in the canvass of a panel of educators for judgment in determining the appropriateness of appraisal criteria and in using the criteria to appraise instructional materials. The values assigned the criteria and instructional materials depended more or less on the experience, educational background, and discriminating ability of the individuals doing the rating. The panel was limited to ten educators involved in the administration of special education programs or in the teaching of junior high school educable mentally retarded students in Iowa and South Dakota.

This study was limited to the appraisal of instructional materials that would be used with junior high school educable mentally retarded students under the supervision of a teacher. The selected home economics instructional materials were limited to available posters, pamphlets, bulletins, charts and filmstrips that would pertain to the concept, "Health and Nutrition."

DEFINITIONS

1. Exceptional refers to children who differ from the average to the extent that their differences justify some type of special school adjustment, either within the regular classroom or in special classes.
2. Special education is an area within the framework of general education that provides appropriate facilities, specialized materials and methods, and teachers with specialized training for children considered exceptional.
3. Educable mentally retarded are those exceptional children capable of some degree of achievement in traditional academic subjects such as reading, writing, and arithmetic and whose IQ falls within the 50-75 range.
4. Special class refers to the organization of separate classrooms organized for exceptional children within a regular school.
5. Instructional materials is defined as any device used for teaching purposes, including pamphlets or bulletins, charts, films and filmstrips.
6. Appraisal of instructional materials is defined as judgment of instructional materials without using them in a teaching situation.

CHAPTER II

SOME PERTINENT LITERATURE

The major focus of this study was to develop criteria for the appraisal of instructional materials for educable mentally retarded students in a home economics class. Therefore, the literature was investigated to obtain ideas for criteria development. Three research foci will be reported in this chapter: (1) characteristics and needs of the educable mentally retarded, (2) selection of instructional materials for the educable mentally retarded, and (3) selection of home economics instructional materials.

CHARACTERISTICS AND NEEDS OF THE EDUCABLE MENTALLY RETARDED

A consideration of the needs and abilities of the educable mentally retarded and of the problems they will meet is essential in developing a home economics program which accepts the responsibility for the education of all youth. Success for the educable mentally retarded is facilitated through the use of methods and materials within their comprehension or adapted to meet their needs.

Mental retardation impairs an individual's ability to learn and to perform tasks appropriate to his age. The American Association on Mental Deficiency has adopted this official definition of mental retardation:

Mental retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior (15:3).

Some measure of the potential of the educable mentally retarded would be helpful in order to provide instructional materials appropriate to their academic achievement level. Generally, the intellectual characteristics of educable mentally retarded children are stated in terms of their intelligence quotient (IQ) and their mental age (MA). The IQ serves as one of the major criteria for purposes of admitting the mentally retarded child to a special class. Telford and Sawrey (22:220) indicated that most of the educable mentally retarded have an IQ level between 50 and 70, although children with IQ's up to 80 or 85 are sometimes included in special classes in the public schools.

The mental age also has implication in the admission and placement of educable mentally retarded children in special classes. The child's MA is a criterion for estimating his academic status. Telford and Sawrey (22:229) stated that the educable mentally retarded with chronological ages of eleven through thirteen can generally be expected to acquire academic skills ranging in level from the first through the third grades. Their maximum academic achievement can be expected to equal that of the average six- to nine-year-old child. The educable mentally retarded with chronological ages of fourteen through eighteen can generally be expected to acquire academic skills ranging in level from the second through the seventh grades. Their maximum achievement can be expected to equal that of the average eight- to twelve-year-old child.

According to Ingram (16:16), the majority of the mentally retarded at "...15 and 16 years of age will not have succeeded beyond minimum third-, fourth- or fifth-grade standards when measured in terms of academic achievement." Kirk (18:9) indicated that the educable mentally retarded can probably learn second to fourth grade subject matter by the age of sixteen. Barbe (4:15) related that the retarded child's academic achievement will generally not be above the sixth grade level, and at that grade level only when he has achieved his full mental capacity. The maximum level of achievement for the educable mentally retarded was set by Cruickshank (9:66) at the high fourth or low fifth grade level.

The foregoing authors agree that the educable mentally retarded cannot be expected to attain the same level of academic achievement at the same chronological age as normal children. However, their differences in opinion as to the maximum level of academic achievement to be attained by the educable mentally retarded would suggest a need for a variety of instructional materials designed for grade levels ranging from the second through fifth grade.

The educable mentally retarded have limited ability to think abstractly. Baumeister (5:185) concluded that research on verbal learning suggests that the retarded child does as well as the normal child when the material to be learned is concrete, but that performance is lessened as more abstract material is used. Garrison and Force (11:73) also indicated that comparative studies of average and mentally retarded children of the same mental age show the mentally retarded

child to be equal to the average child of his mental age on tests involving concrete material. However, the mentally retarded child is deficient in his ability to learn complex or abstract materials.

It was suggested by Aserlind (3:728) that audiovisual materials contain concrete rather than abstract materials. He felt that materials prepared for the normal child often have unnecessary or distracting content for the educable mentally retarded child.

The mentally retarded child's deficiency in ability to comprehend the abstract would indicate a need for instructional materials with content that was concise or concrete. Content that teaches a single or small number of concepts and provides clear simple explanations is more apt to be retained. Unnecessary detail may distract from the main theme of the content.

The readability level of materials to be used by the educable mentally retarded would seem to be important if the child is to be expected to make efficient use of them. Mende (19:82) suggested that the educable mentally retarded can achieve a third- to sixth-grade reading level. Bensberg (7:19) held the view that most mildly retarded persons can be taught reading at the third- or fourth-grade level.

Kirk (18:9) believed that the educable mentally retarded child progresses at about one-half to three-fourths the rate of the normal child. If the child begins to learn to read at the age of ten, he can probably read at the third- to fourth-grade level by the age of sixteen. Durvin and Thomas (10:20) supported the view that the educable mentally retarded child can probably acquire third- or fourth-grade achievement

at the age of sixteen. They emphasized the need for a program of instruction to be at the child's level if he is to read with success.

Haring and Schiefelbusch (13:86) indicated that the mentally retarded child may not attain a third- to fourth-grade achievement level until he is fourteen to sixteen years of age. This means that until the child develops to a level at which he can effectively read, considerable information may have to be presented to the child through verbal means. A review of research by Haring and Schiefelbusch (13:86) indicated that the retarded with chronological ages between ten and eighteen and mental ages between six and eight had listening comprehension scores higher than their mental and reading ages. Listening comprehension represents a channel through which the mentally retarded can acquire information.

According to Johnson (9:224), it is essential for the retarded to be exposed to highly organized, step-by-step instructions. He suggested that instructional materials should be presented in a variety of ways and distributed over a long period of time.

Moore's (20:559-560) clarification of characteristics of appropriate science materials for the junior high school student whose IQ is 95 or below indicated that many instructional materials are difficult to comprehend because the sentence and paragraph structure are complex. Longer sentences and abstract vocabulary may make comprehension more difficult. In its development of suggested criteria for the selection of reading materials for the slow-learning child, Cincinnati's Committee on Supplementary Reading Materials (8:269) noted the difficulty the

educable mentally retarded child experiences when sentence structure is complex or when many polysyllabic words are included in the reading material. Short, simple sentences are more apt to be understood.

The educable mentally retarded child is basically like other children. He has the same physiological and psychological needs as are common to all children. Cruickshank (9:124) advised consideration of the chronological age and the mental age of the educable mentally retarded adolescent when placing him in school since the physical size, general interests, and speaking vocabulary of the educable mentally retarded child will generally be comparable to his peers of a similar chronological age. Ingram (16) also contended that the learning situation should be appropriate to the physiological and social maturity of the educable mentally retarded child. He used this illustration to clarify his position:

The child of thirteen or fourteen years with a mental capacity of eight or nine years will not be interested in reading matter suited to the normal eight- or nine-year-old. Although his comprehension and his mastery of techniques may be the same, his interests have carried him beyond the stage of repetitive folk tales and fanciful stories of animal characters and child life. The stories and illustrations of the third- and fourth-reader level, although suited in difficulty to his ability in many instances, are not suited to his physical development or his social experience. They appear childish to him (16:34).

Subject matter in films and filmstrips can also seem childish to the retarded adolescent. In an article by Bemis (6:39), it was recommended that audiovisual materials be within the interest level of the class. Duration of attention span may be related to the extent

to which the educable mentally retarded child is interested in what is going on around him.

The educator should be aware of the physical, mental, social, and academic needs of the mentally retarded adolescent as the curriculum or course of study is developed. The educational goals for the mentally retarded are similar to those of education for all children. The National Education Association (21) listed the purposes of education most often subscribed to by schools as self-realization, improving human relationships, developing economic efficiency, and fostering civic responsibility. These become a point of departure for the development of a curriculum or a course of study.

Telford and Sawrey summarized the goals for the education of the mentally retarded as follows:

The broad education and training objectives for the mentally retarded could be said to be: (1) adequate social development; (2) academic achievement to ability level; (3) the development of vocational skill; and (4) personal habits and adjustments satisfactory to society and to its individuals (22:237).

Goals that are immediate and tangible contribute to greater interest, motivation, and meaning for the educable mentally retarded. Young (27:92) warned that the mentally retarded child may not reach a program's educational goals if the material has no meaning to him or if he does not see its purpose. The importance of using meaningful materials was also stressed by Baumeister (5:187). He indicated that if the learner is mildly retarded, meaningful materials reinforced by adequate programming will be remembered as well by the retardate as by the normal child.

SELECTION OF INSTRUCTIONAL MATERIALS FOR THE EDUCABLE MENTALLY RETARDED

The need for effective instructional materials for the educable mentally retarded makes their selection one of the critical decisions in teaching. Criteria developed in other subject-matter areas provide guidelines for the appraisal of instructional materials to be included in a home economics program for special education students.

In 1957 the Committee on Supplementary Reading Materials, Cincinnati Public Schools, Ohio (8), developed tentative criteria which would be of help to those teachers who were responsible for the education of retarded children. Questionnaires were sent to teachers with slow-learning pupils so that experience could be used to serve as a basis for the criteria. Slow-learning pupils were considered to be those with IQ scores between 50-75. Criteria were devised to serve as guidelines in the selection of books and stories for use with retarded children. The following questions were designed to be answered in connection with the content of the reading material:

1. Does the material fall within the limits of the child's intellectual and social maturity?
2. Does the material provide for the continued development of reading skills?
3. Does the material provide for the continued maturation of the individual by the selection of materials which aid in building broad social concepts and positive social behavior, for example, does it provide the basis for the development of the highest standards of behavior, and an awareness of certain spiritual and moral values within the limits set by the child's handicaps?

4. Does it provide examples of how problems of inter-personal relations can be solved by presenting meaningful examples of kindness, understanding, love, courage, endurance, generosity, and sportsmanship?
5. Does it provide the basis for vivid vicarious experiences?
6. Are the situations and characters true to life and plausible?
7. Do the situations provide humor, suspense, adventure, drama, and occasional emotional release from reality?
8. Is the material factual and is it presented in an easy, readable style, with a liberal use of illustrations?
9. Does it give insight into the lives and problems of other people?
10. Does it have a clear, direct narrative with an interesting, well-rounded plot, rapidly developed with a satisfying climax, and a definite conclusion?
11. Is it sufficiently dynamic so as to motivate some application of ideas or feeling gained, through such activities as: following instructions, dramatizing, making designs or construction, and purposeful oral reading (8:269)?

The same committee indicated that the complexity of ideas and the abstractness of vocabulary are significant factors which influence the level of difficulty of reading materials for the mentally retarded child. It suggested that the following questions be asked in relation to the level of difficulty:

1. Vocabulary
 - a. Is the reading vocabulary linked with the pupil's oral vocabulary?
 - b. Does the vocabulary not exceed fourth or fifth grade reading level?
 - c. Is the language concrete and colorful, and does it initiate vivid sensory image?

- d. Is the vocabulary held to the level of difficulty at which the pupil is able to read with some satisfaction?
- 2. Relation to pupil's background
 - a. Does the material deal with setting and characters familiar to the pupil, and related to his present experiences?
- 3. Organization of material
 - a. Are the sentences short enough to aid the pupil's understanding?
 - b. Are the ideas presented relatively few in number, so that the pupils are not confused by the speed at which new ideas are presented?
 - c. Are the sentences generally simple in structure?
 - d. Are the materials presented in logical sequence (8:269-270)?

The Committee on Supplementary Reading Materials also suggested these questions for providing clues to the teacher as to the acceptableness of format:

- 1. Does the book have an attractive cover?
- 2. Is the binding substantial?
- 3. Is the size easy to handle?
- 4. Is the paper of good quality?
- 5. Is the style of print, and arrangement of the page acceptable to the immature reader (8:270)?

Questions were also listed by the committee for consideration in evaluating illustrations. These included:

- 1. Are the illustrations clear, colorful, and related to the facts of the story?

2. Are the illustrations of such nature that they provide a motivation for reading?
3. Are the illustrations sufficiently well executed so as to require relatively little contextual material?
4. Are the illustrations well spaced as to frequency of appearance in the book?
5. Do the illustrations stimulate the imagination?
6. Do the illustrations contribute to the increased understanding of the idea presented (8:271)?

During the fall semester of 1960-1961, The Division of Special Services of the Winston-Salem, North Carolina, City Schools, and the Extension Division, Graduate School, and School of Education of the Woman's College of the University of North Carolina, Greensboro, North Carolina (25), cooperatively conducted a graduate seminar in special education. Participants in the seminar devised a brief questionnaire as a guide for the appraisal of commercially available, educational toys, games, and other supplies and equipment. Questions about the value of an item included:

1. Is it suitable for the maturational level of the child or children for whom it is intended?
 - a. Intellectual.
 - b. Social
 - c. Physical
2. Does it contribute to the goals of the curriculum?
 - a. Specifically.
 - b. Generally.
3. Does it offer a sequence of experiences toward these goals?

4. Does it appeal to the interests of the child or children?
 - a. Developed.
 - b. Emerging
 - c. Potential.
5. Is there more than one use for it?
6. Does it stimulate interest in other desirable activities?
 - a. At school.
 - b. At home (25:632).

Younie (28) suggested the following criteria for evaluating materials before adopting them for the mentally retarded slow learner:

1. The material should have a unique appeal to the slow learner. This uniqueness may be related to speed of presentation, concreteness, novelty of approach, or similar aspects that are clearly designed to meet the slow child's accepted learning characteristics. Novelty alone does not satisfy this criterion.
2. Proved instructional practises should be adhered to. Materials for slow learners cannot violate standard educational practises on the premise that such learners are "special." If unorthodox procedures or methods are included in the materials under review, suitable evidence must be presented that supports scientifically their use and effectiveness with slow learners.
3. The materials should respect the self-concept of the student for whom they are recommended. This respect should be reflected in the material's language, subject matter, and in any related activities that are suggested. The teacher must weigh the student's actual age against his known academic achievement in applying this criteria and be certain to look beyond the labels.
4. The materials should be well written. This criterion implies good literary quality.
5. Production standards should be equal to those found in the standard school text. Poorly printed and bound books further limit the student's learning environment and may also increase his feelings of being rejected.

6. The materials should be comparable in price to regular materials. Exception should be made only if the materials have obvious features that justify a higher price. Such features might include unusually complete illustration, supplementary filmstrips, unusual but necessary packaging, or the like.
7. The material must be broad enough in its concept to provide for individual differences within a classroom. Too often, "special" materials become overly special and exclude all but a small number of students.
8. The materials should reflect careful development and testing. This should be documented in the teacher's guide (28:138).

Moore (20:556-563) reviewed the characteristics of appropriate instructional materials for the junior high school student whose measured IQ is 95 or below. He felt that it is important that instructional materials provided for the low-ability junior high school students be written at their reading level. And that it is equally important that such materials also be on their level of interest and maturity.

In an Ohio Department of Education publication (2), the editors included the following criteria for the selection of materials for slow learning children:

1. Appropriate materials are of necessity selected to fit the age ranges, mental maturity ranges and social developments which may be expected at each level in the program.
 - a. Difficulty of materials is related to probable range of mental abilities.
 - b. Content is related to the chronological age and social interests of the children.
2. Program goals must be kept in mind when selecting materials since instructional materials used help determine whether these goals are attained. These are more important now than

formerly because more communities have a sequential program providing for children from primary years through high school graduation. Teachers must now be more aware of what is appropriate for their own segment of the program.

3. With books, specific factors were reviewed:

- a. Appearance, by comparison with those used by other students of comparable age.
- b. Page arrangement--placement and quantity of pictures and diagrams; kind, quality and social significance of pictures.
- c. Kind, style, quality of type used.
- d. Evidence of grade labeling and whether this is too obvious.

4. Accuracy of content. Inaccuracies are never deliberate, but sometimes exist:

- a. by implication for a group of children who read quite literally.
- b. because material written even five years ago may not reflect current knowledge in some content areas (2:iii).

Recommendations for the selection of educational films for educable mentally retarded children were made by Abraham (1). He stated:

Every film you use should be selected with two factors in mind-- (1) what you want the students to learn, your basic objectives, and (2) the particular characteristics and needs of those students as they relate to your objectives.

Some appropriate questions can also help you, questions like these: Is the film appropriate in content and level for the majority of my students? Is it closely related to the subject matter under study? Will it help me meet my teaching goals? Is it accurate, in good taste? How about its technical quality? Is it interesting enough to hold their attention (1:26)?

SELECTION OF HOME ECONOMICS INSTRUCTIONAL MATERIALS

A vast amount of instructional materials is available to the home economics teacher. Charts, pamphlets, bulletins and audiovisual materials are available from colleges and government agencies, as well as from other educational and commercial sources. It is the responsibility of the teacher to carefully select and effectively use the materials.

The following questions were listed by Hall and Paolucci (12) for home economics teachers to answer when selecting home economics instructional materials:

1. Is it the means available to realize the goal?
2. Will this material make the learning situation more realistic and concrete?
3. Is it appropriate for the age, intelligence, interests, and experience of the students?
4. Will it make learning easier and quicker?
5. Does it present information in an interesting manner?
6. Does it stimulate the students to think critically?
7. Does it encourage the integration of subject matter?
8. Does it help the students to develop and improve skills?
9. Will it stimulate the development of responsibility and cooperation among the students?
10. Does it present an up-to-date picture of ideas and information?
11. Is it worth the time, expense, and effort involved in its use?

12. Are its physical qualities satisfactory?
13. Does it stimulate intellectual experience?
14. Does it challenge students to engage in self-expression, constructive activities?
15. Will it be available at the proper time to fulfill the class objectives (12:241-242)?

Williamson and Lyle (26) suggested that audiovisual aids for home economics classes should meet these criteria:

1. Contribute to one or more objectives selected for the group.
2. Show the material as effectively or more so than it could otherwise be shown in the class or through field trips.
3. Show the material or situation in sufficient detail to accomplish its purpose.
4. Be free from extraneous material unless the material furthers some objectives of the course or school.
5. Be free from excessive or objectionable advertising.
6. Be suitable in material and presentation to the understanding, experience, and interest of the age or grade level for which used.
7. Be up-to-date and accurate in material and presentation.
8. Stimulate attitudes believed to be desirable, if attitudes are involved.
9. Be of proper length to hold interest of group.
10. Be mechanically well-executed, clear, and capable of being reproduced on a screen in a size that can be seen by the whole group for which used.
11. Should use sound effects that are relevant and contribute to better understanding of the film or slides, if accompanied by sound.
12. Be reasonable in expense in relation to their accomplishment (26:166-167).

Hatcher and Andrews (14) recognized these criteria as important in the selection of films for home economics classes:

1. The film serves the purpose for which it is shown.
2. The content is up-to-date and accurate, suited to the age and grade level for which it is used.
3. The presentation is of suitable length to hold the interest of the class.
4. There is not excessive commentary about action not seen on the screen.
5. The film is not so overpacked with material that the students have difficulty assimilating what they have seen.
6. The film, if a commercial one, is free from objectionable or excessive advertising (14:156).

A committee (23) of home economists in business and education developed guidelines for selecting and developing business sponsored teaching materials. The committee suggested that the teaching materials exhibit these characteristics:

They have educational value to individuals using materials:

1. Meet needs common to the group for which the material is intended.
2. Add interest to the learning process.
3. Supplement information available in reference books or present it in a more effective way.
4. Help develop judgment and discrimination.
5. Help develop initiative and self-direction.
6. Should be positive in approach.
7. Emphasize standards consistent with health and other factors in individual and family well-being.

They present information accurately and honestly without bias, deception, or exaggeration:

1. Content:

- a. Is well organized.
- b. Is clear, concise, and easy to read.
- c. Emphasizes information about products rather than specific brands.
- d. Supplies up-to-date and timely information.

2. Form:

- a. Is well designed and illustrated, with good balance.
- b. Is easy to handle, display, and store (23:2-3).

A supplement (24) to "Business-Sponsored Home Economics Teaching Aids--Their Selection and Use," (23) suggested raising the following additional questions when evaluating the usefulness of any teaching aid:

1. As you use each teaching aid, do you consider its impact on family life? Will the product or activity suggested contribute to important individual or family activities? Will it strengthen families in the achievement of their goals?
2. Does this material challenge you as a teacher to make use of your basic scientific knowledge to stimulate further learning?
3. Can the ingredients and materials called for in this aid be obtained in your community? Or can those available locally be satisfactorily substituted?
4. Can the activity described in the aid be carried on by pupils the age of those in this group? from the economics level from which pupils come? with the equipment pupils have in their own home or which is available in the homemaking department?
5. Does the activity fit into the levels of living, of entertaining, etc., which families in this community can afford?

6. Would distributing or using this material place undue emphasis upon a relatively unimportant aspect of the whole range of homemaking activities and responsibilities?
7. Can this teaching aid be used to increase the student's understanding of the process of production, distribution, and consumption as it affects the economy of which the family is a part (24:1)?

SUMMARY

The literature reported in this chapter was investigated to obtain ideas to assist in developing criteria for the appraisal of instructional materials for the educable mentally retarded in a junior high school home economics class. Three research foci were reported: (1) characteristics and needs of the educable mentally retarded, (2) selection of instructional materials for the educable mentally retarded, and (3) selection of home economics instructional materials. Ideas from the literature were useful in identifying criteria for the appraisal of instructional materials and in organizing a qualitative appraisal device.

CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

The beliefs of a panel of judges regarding the proposed criteria for the appraisal of instructional materials and the actual appraisal of selected instructional materials are presented in two sections: criteria for the appraisal of instructional materials and appraisal of selected home economics instructional materials. Individuals on the panel worked directly with special education students or were involved in administering special education programs.

CRITERIA FOR THE APPRAISAL OF INSTRUCTIONAL MATERIALS

The opinions of panel members regarding the appropriateness of statements of criteria for the appraisal of instructional materials for use with educable mentally retarded have been divided into four groups. These groups relate criteria to content and intellectual maturity, content and chronological age and social interests, content and instructional objectives and curriculum, and format and intellectual maturity.

The panel was asked to accept or reject each criterion on the basis of its appropriateness to the characteristics and needs of the educable mentally retarded. Each panel member was also asked to suggest revision of statements, and to include additional criteria believed necessary.

In making the judgments requested concerning the appropriateness of criteria, the definition of content was important to the interpretation of the statements of criteria. The term content in this study referred to that subject matter which is written for explanation or description.

Other words defined on the questionnaires were setting, format, typography, and illustrations. Setting referred to environment or surroundings of an event. Format as used in the study referred to the general form or arrangement of anything. Typography was used to mean the style or arrangement of the printed matter. Illustrations included graphs, charts, and maps. A misinterpretation of the criteria statements could have resulted from failure of panel members to read the definitions or to read them carefully.

Content and Intellectual Maturity

In Table I are summarized the beliefs of panel members in regard to the appropriateness of criteria related to content and intellectual maturity. In studying the responses of the panel, it was noted that five of the six criteria related to content and intellectual maturity were believed acceptable by 80 percent or more of the ten panel members. None of the criteria were rejected. One judge failed to respond to two criteria.

The criteria considered acceptable by 80 or 90 percent of the panel included those indicating that content be appropriate to the intellectual maturity of the student, that it teach a single or small

TABLE I

BELIEFS OF PANEL MEMBERS CONCERNING THE
APPROPRIATENESS OF CRITERIA RELATED TO
CONTENT AND INTELLECTUAL MATURITY

Criteria		Panel Number Percent	
A. Content ^a is appropriate to the intellectual maturity of the student.	Accept	9	90
	Reject		
	Revise	1	10
	No Response		
1. Content teaches a single or small number of concepts thoroughly.	Accept	8	80
	Reject		
	Revise	1	10
	No Response	1	10
2. Content is concise and concrete.	Accept	9	90
	Reject		
	Revise		
	No Response	1	10
3. Content is well-organized and presented in a logical sequence.	Accept	9	90
	Reject		
	Revise	1	10
	No Response		
4. Vocabulary is below the fifth grade reading level.	Accept	5	50
	Reject		
	Revise	5	50
	No Response		
5. Sentences are generally simple in structure and short in length.	Accept	10	100
	Reject		
	Revise		
	No Response		

^aContent refers to that subject matter which is written for explanation or description.

number of concepts thoroughly, that it be concise and concrete, and that it be well-organized and presented in a logical sequence. The criterion considered acceptable by 100 percent of the panel specified that sentences generally be simple in structure and short in length.

In responding to the criterion listing content as being appropriate to the intellectual maturity of the student, one individual raised the question: "To think out problems or to read problems with understanding?" One person commented that the criterion indicating content teach a single or small number of concepts thoroughly might include the provision for repetition of a concept within the content. A similar viewpoint was expressed by another panel member in relation to the criterion indicating content be well-organized and presented in a logical sequence when the panelist suggested that reinforcement of content would be needed.

Only 50 percent of the panel members judged as acceptable the criterion indicating vocabulary be below the fifth grade reading level. Although the other 50 percent did not reject the criterion they did suggest revision. Comments indicated that generally the panel members believed that vocabulary should be at or below the fifth grade reading level. One panel member believed that vocabulary for the junior high school educable mentally retarded student would usually be at the third grade reading level. Another individual indicated that functional words related to home economics would be above the fifth grade reading level. On the basis of the suggested revisions the criterion was

changed from "Vocabulary is below the fifth grade reading level" to "Vocabulary is at or below the fifth grade reading level" before it was resubmitted to the judges to apply in the actual appraisal of home economics instructional materials.

Content and Chronological Age and Social Interests

The beliefs of panel members in regard to the appropriateness of criteria related to content and chronological age and social interests are presented in Table II. Examination of the responses of the ten panel members revealed that all four of the criteria in this group were accepted by 80 percent or more of the panel members. Only in one instance did an individual fail to respond to a criterion. None of the criteria were rejected.

The criterion indicating setting and characters be familiar and related to the experiences and interests of the student was unanimously accepted by the judges. The criteria accepted by eight or nine of the judges included those indicating that content be appropriate to the chronological age and social interests of the student, that setting and characters be of interest to other students at a comparable age, and that indication of grade level be absent.

The suggested revision in regard to the criterion indicating content be appropriate to the chronological age and social interests of the student was: "Should be appropriate to the needs of the students, both domestic and focational needs." One panel member suggested that the word "chronological" be inserted after the word

TABLE II

BELIEFS OF PANEL MEMBERS CONCERNING THE APPROPRIATENESS
OF CRITERIA RELATED TO CONTENT AND CHRONOLOGICAL
AGE AND SOCIAL INTERESTS

Criteria		Panel Number Percent	
B. Content is appropriate to the chronological age and social interests of the student.	Accept	8	80
	Reject		
	Revise	2	20
	No Response		
1. Setting ^a and characters are familiar and relate to the experiences and interests of the student.	Accept	10	100
	Reject		
	Revise		
	No Response		
2. Setting and characters are of interest to other students at a comparable age.	Accept	8	80
	Reject		
	Revise	1	10
	No Response	1	10
3. Indication of grade level is absent.	Accept	9	90
	Reject		
	Revise	1	10
	No Response		

^aSetting refers to environment or surroundings of an event.

"comparable" in the criterion indicating that setting and characters be of interest to other students at a comparable age.

One person suggested adding the word "generally" to the criterion that specified indication of grade level be absent. Another panel member wrote in regard to the same criterion: "I like this but wanted to make note of the fact that these youngsters like to know where they

stand in comparison to others." This panelist did suggest, however, that the above opinion might relate instead to the criterion that indicated setting and characters be of interest to other students at a comparable age.

Content and Instructional Objectives and Curriculum

Data on the judgment of the appropriateness of criteria related to content and instructional objectives and curriculum are presented in Table III. Beliefs of the panel members show that the four criteria related to content and instructional objectives and curriculum were accepted by 90 percent or more of those responding. One panel member did not respond to three of the four criteria.

The criterion accepted by 100 percent of the ten panel members specified that content be functional for life situations. The criteria accepted by the nine panel members responding to them included those criteria indicating that content help develop initiative and self-direction and that content help develop judgment and discrimination. The criterion accepted by eight of the nine respondents indicated content be appropriate and contribute to the instructional objectives and structure of the curriculum or course of study. The person suggesting revision of this criterion stated: "Believe this is okay, but you can't have an over-all course of study without setting up individual courses of study for each."

TABLE III

BELIEFS OF PANEL MEMBERS CONCERNING THE APPROPRIATENESS
OF CRITERIA RELATED TO CONTENT AND INSTRUCTIONAL
OBJECTIVES AND CURRICULUM

Criteria		Panel Number Percent	
C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.	Accept	8	80
	Reject		
	Revise	1	10
	No Response	1	10
1. Content helps develop judgment and discrimination.	Accept	9	90
	Reject		
	Revise		
	No Response	1	10
2. Content helps develop initiative and self-direction.	Accept	9	90
	Reject		
	Revise		
	No Response	1	10
3. Content is functional for life situations.	Accept	10	100
	Reject		
	Revise		
	No Response		

Format and Intellectual Maturity

The data presented in Table IV concern the beliefs of the panel in regard to the appropriateness of criteria related to format and intellectual maturity. When the responses of the members were totaled, it was noted that 60 percent or more of the panel accepted the five criteria in this group. These criteria included those indicating that the format be appropriate to the intellectual maturity of the student,

TABLE IV

BELIEFS OF PANEL MEMBERS CONCERNING THE
APPROPRIATENESS OF CRITERIA RELATED TO
FORMAT AND INTELLECTUAL MATURITY

Criteria		Panel Number Percent	
D. Format ^a is appropriate to the intellectual maturity of the student.	Accept	6	60
	Reject		
	Revise	1	10
	No Response	3	30
1. Format is technically well-designed and attractive in appearance.	Accept	9	90
	Reject		
	Revise		
	No Response	1	10
2. Typography ^b is related to the intellectual maturity of the student.	Accept	7	70
	Reject	1	10
	Revise	1	10
	No Response	1	10
3. Pictures and illustrations ^c are synchronized with the content.	Accept	8	80
	Reject		
	Revise	2	20
	No Response		
4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.	Accept	9	90
	Reject		
	Revise	1	10
	No Response		

^aFormat as used here refers to the general form or arrangement of anything.

^bTypography is used to mean the style and appearance of the printed matter.

^cIllustrations include graphs, charts, and maps.

that the format be technically well-designed and attractive in appearance, that the typography be related to the intellectual maturity of the student, and that pictures and illustrations clarify ideas and reinforce accurately the content presented.

Three individuals did not react to the criterion specifying that the format be appropriate to the intellectual maturity of the student. Response to this criterion may have been omitted because the criterion was preceded by an alphabetical letter rather than a number and thus could have suggested a major division statement rather than a criterion statement. The same three individuals, however, did not overlook any other criteria preceded by an alphabetical letter.

One panel member rejected the criterion specifying that the typography be related to the intellectual maturity of the student. It was the belief of the panel member that this criterion was included in the criterion indicating that the format be technically well-designed and attractive in appearance.

Two persons suggested that the criterion indicating that pictures and illustrations be synchronized with the content should include some indication that many or numerous pictures might be needed to meet the varied needs of the students. One panel member recommended inserting the words "and social" after the word "intellectual" in the criteria indicating that the format be appropriate to the intellectual maturity of the student and that typography be related to the intellectual maturity of the student.

APPRAISAL OF SELECTED HOME ECONOMICS INSTRUCTIONAL MATERIALS

Criteria considered appropriate to the characteristics and needs of the educable mentally retarded were used by the panel of judges to appraise the acceptability of home economics instructional materials for use with junior high school special education students. Criteria were applied to eight instructional materials selected by the writer for use in a foods class. The instructional materials included a chart, student workbook, filmstrip, pamphlets, and student activity sheets.

The instructional materials were selected to meet the following curriculum objectives:

Concept: Health and Nutrition

Generalization: The four basic food groups are a guide to choosing foods which are needed to help a person look, feel, and act one's best.

Objectives: (1) To recognize the indication of good health and the foods that contribute to it, and (2) to recognize the four basic food groups and their relation to good health.

This information was important to the appraisal of the instructional materials when applying the criteria related to content and instructional objectives and curriculum.

The opinions of the panel regarding the application of the appraisal criteria to the selected home economics materials are presented in eight sections. The sections for the eight instructional materials are labeled "A" through "H".

The descriptive words on the appraisal rating scale were assigned numerical values of one through five. The numerical value of one was assigned to "Outstanding or Excellent" at one end of the continuum. The numerical value of five was assigned to "Poor or Unsatisfactory" at the other end of the continuum. "Satisfactory" was assigned the numerical value of three.

In appraising the instructional materials several respondents made general comments concerning their decisions. The comments aided the writer in interpreting replies and analyzing data.

Instructional Material "A"

Beliefs of panel members concerning the actual appraisal of Instructional Material "A", Every Day Eat the 1-2-3-4 Way,¹ are summarized in Table V. Eighty to 100 percent of the ten panel members appraised the pamphlet as satisfactory or above in response to all of the criteria. These criteria included:

- A. Content is appropriate to the intellectual maturity of the student.
 1. Content teaches a single or small number of concepts thoroughly.
 2. Content is concise and concrete.
 3. Content is well-organized and presented in a logical sequence.
 4. Vocabulary is at or below the fifth grade reading level.
 5. Sentences are generally simple in structure and short in length.

¹For an illustration of Instructional Material "A" see the Appendix, page 126.

- B. Content is appropriate to the chronological age and social interests of the student.
 - 1. Setting and characters are familiar and relate to the experiences and interests of the student.
 - 2. Setting and characters are of interest to other students at a comparable age.
 - 3. Indication of grade level is absent.
- C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.
 - 1. Content helps develop judgment and discrimination.
 - 2. Content helps develop initiative and self-direction.
 - 3. Content is functional for life situations.
- D. Format is appropriate to the intellectual maturity of the student.
 - 1. Format is technically well-designed and attractive in appearance.
 - 2. Typography is related to the intellectual maturity of the student.
 - 3. Pictures and illustrations are synchronized with the content.
 - 4. Pictures and illustrations clarify ideas and reinforced accurately the content presented.

When the responses were tabulated, it was found that 60 to 80 percent of the panel appraised the instructional material as outstanding in meeting criteria A, A3, A4, A5, B3, C3, D1, D2, D3, and D4. Comments by three judges on the returned appraisal form indicated the belief that the instructional materials were attractive, interesting, and appealing.

TABLE V

APPLICATION OF CRITERIA BY PANEL MEMBERS IN THE
 APPRAISAL OF INSTRUCTIONAL MATERIAL "A":
EVERY DAY EAT THE 1-2-3-4 WAY

Criteria		Appraisal Value	Panel Number	Percent
A. Content is appropriate to the intellectual maturity of the student.	1	Outstanding	6	60
	2		2	20
	3	Satisfactory	2	20
	4			
	5	Unsatisfactory		
	No	Response		
1. Content teaches a single or small number of concepts thoroughly.	1	Outstanding	4	40
	2		3	30
	3	Satisfactory	3	30
	4			
	5	Unsatisfactory		
	No	Response		
2. Content is concise and concrete.	1	Outstanding	5	50
	2		3	30
	3	Satisfactory	2	20
	4			
	5	Unsatisfactory		
	No	Response		
3. Content is well-organized and presented in a logical sequence.	1	Outstanding	6	60
	2		2	20
	3	Satisfactory	2	20
	4			
	5	Unsatisfactory		
	No	Response		
4. Vocabulary is at or below the fifth grade reading level.	1	Outstanding	8	80
	2		2	20
	3	Satisfactory		
	4			
	5	Unsatisfactory		
	No	Response		

TABLE V (Continued)

Criteria	Appraisal Value	Panel Number Percent
5. Sentences are generally simple in structure and short in length.	1 Outstanding	8 80
	2	2 20
	3 Satisfactory	
	4	
	5 Unsatisfactory No Response	
B. Content is appropriate to the chronological age and social interests of the student.	1 Outstanding	5 50
	2	3 30
	3 Satisfactory	1 10
	4	1 10
	5 Unsatisfactory No Response	
1. Setting and characters are familiar and relate to the experiences and interests of the student.	1 Outstanding	5 50
	2	1 10
	3 Satisfactory	3 30
	4	
	5 Unsatisfactory No Response	1 10
2. Setting and characters are of interest to other students at a comparable age.	1 Outstanding	4 40
	2	2 20
	3 Satisfactory	2 20
	4	1 10
	5 Unsatisfactory No Response	1 10
3. Indication of grade level is absent.	1 Outstanding	8 80
	2	
	3 Satisfactory	2 20
	4	
	5 Unsatisfactory No Response	

TABLE V (Continued)

Criteria	Appraisal Value	Panel Number Percent
C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	4 40 3 30 2 20 1 10
1. Content helps develop judgment and discrimination.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 2 20 4 40
2. Content helps develop initiative and self-direction.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 2 20 4 40
3. Content is functional for life situations	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 4 40
D. Format is appropriate to the intellectual maturity of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 2 20 3 30
1. Format is technically well-designed and attractive in appearance.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	8 80 2 20

TABLE V (Continued)

Criteria	Appraisal Value		Panel	
			Number	Percent
2. Typography is related to the intellectual maturity of the student.	1	Outstanding	6	60
	2		2	20
	3	Satisfactory	1	10
	4			
	5	Unsatisfactory		
	No Response			
3. Pictures and illustrations are synchronized with the content.	1	Outstanding	7	70
	2		1	10
	3	Satisfactory	1	10
	4			
	5	Unsatisfactory		
	No Response		1	10
4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.	1	Outstanding	6	60
	2		1	10
	3	Satisfactory	3	30
	4			
	5	Unsatisfactory		
	No Response			

One judge suggested that the pictures on the pamphlet's first page should be of teenagers rather than children. This is interpreted to mean that persons pictured in instructional materials should be of a comparable age to the educable mentally retarded using the instructional material.

In reacting to the pamphlet one respondent commented, "This should help a great deal in recognizing foods that are in the various food families." From the responses to the appraisal of this instructional material it would appear that the panel members believe that it possesses

characteristics of an effective pamphlet for use with the educable mentally retarded.

Instructional Material "B"

The views of panel members regarding the appraisal of Instructional Material "B", All Systems Are Go With Your 4 Stage Food Rocket,² are compiled in Table VI. Inspection of the data revealed that 70 to 100 percent of the respondents indicated appraisal values of "Satisfactory" to "Outstanding" when reacting to the 19 criteria:

- A. Content is appropriate to the intellectual maturity of the student.
 - 1. Content teaches a single or small number of concepts thoroughly.
 - 2. Content is concise and concrete.
 - 3. Content is well-organized and presented in a logical sequence.
 - 4. Vocabulary is at or below the fifth grade reading level.
 - 5. Sentences are generally simple in structure and short in length.
- B. Content is appropriate to the chronological age and social interests of the student.
 - 1. Setting and characters are familiar and relate to the experiences and interests of the student.
 - 2. Setting and characters are of interest to other students at a comparable age.
 - 3. Indication of grade level is absent.

²For an illustration of Instructional Material "B" see the Appendix, page 127.

- C. Content is appropriate and contributes to the instructional objectives and structure of the course of study.
 - 1. Content helps develop judgment and discrimination.
 - 2. Content helps develop initiative and self-direction.
 - 3. Content is functional for life situations.
- D. Format is appropriate to the intellectual maturity of the student.
 - 1. Format is technically well-designed and attractive in appearance.
 - 2. Typography is related to the intellectual maturity of the student.
 - 3. Pictures and illustrations are synchronized with the content.
 - 4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.

The pamphlet was appraised as outstanding by 80 percent of the panel in regard to only one criterion. This criterion was B3. Sixty and 70 percent of the panel believed the pamphlet should be rated satisfactory regarding criteria A, B, and D.

Two judges expressed opinions that the color typography was not as appealing as in the other selected instructional materials. Three judges suggested that the rocket approach of the pamphlet might be of more interest to boys than girls. The suggestion was also made for the elimination of the "middle class" footed sherbet and bread plate in the pamphlet's table setting illustration. These comments would seem to reinforce the criteria indicating that setting and characters be familiar and relate to the experiences and interests of the student.

TABLE VI

APPLICATION OF CRITERIA BY PANEL MEMBERS IN THE
 APPRAISAL OF INSTRUCTIONAL MATERIAL "B": ALL
SYSTEMS ARE GO WITH YOUR 4 STAGE FOOD ROCKET

Criteria	Appraisal Value	Panel Number Percent
A. Content is appropriate to the intellectual maturity of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 7 70
1. Content teaches a single or small number of concepts thoroughly.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	1 10 2 20 5 50 2 20
2. Content is concise and concrete.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 1 10 4 40 2 20
3. Content is well-organized and presented in a logical sequence.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 3 30 4 40
4. Vocabulary is at or below the fifth grade reading level.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	4 40 3 30 3 30

TABLE VI (Continued)

Criteria	Appraisal Value	Panel Number Percent
5. Sentences are generally simple in structure and short in length.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	2 20 4 40 4 40
B. Content is appropriate to the chronological and social interests of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 1 10 6 60
1. Setting and characters are familiar and relate to the experiences and interests of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	2 20 1 10 5 50 2 20
2. Setting and characters are of interest to other students at a comparable age.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 3 30 4 40
3. Indication of grade level is absent.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	8 80 1 10 1 10

TABLE VI (Continued)

Criteria	Appraisal Value		Panel	
			Number	Percent
C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.	1	Outstanding	3	30
	2		2	20
	3	Satisfactory	4	40
	4			
	5	Unsatisfactory		
	No	Response	1	10
	1	Outstanding	2	20
	2		6	60
	3	Satisfactory	2	20
	4			
	5	Unsatisfactory		
	No	Response		
	1	Outstanding	2	20
	2		4	40
	3	Satisfactory	4	40
	4			
	5	Unsatisfactory		
	No	Response		
2. Content helps develop initiative and self-direction.	1	Outstanding	2	20
	2		4	40
	3	Satisfactory	4	40
	4			
	5	Unsatisfactory		
	No	Response		
	1	Outstanding	4	40
	2		3	30
	3	Satisfactory	2	20
	4		1	10
	5	Unsatisfactory		
	No	Response		
	1	Outstanding	4	40
	2		3	30
	3	Satisfactory	2	20
	4		1	10
	5	Unsatisfactory		
	No	Response		
3. Content is functional for life situations.	1	Outstanding	4	40
	2		3	30
	3	Satisfactory	2	20
	4		1	10
	5	Unsatisfactory		
	No	Response		
D. Format is appropriate to the intellectual maturity of the student.	1	Outstanding	2	20
	2		1	10
	3	Satisfactory	7	70
	4			
	5	Unsatisfactory		
	No	Response		
	1	Outstanding	3	30
	2		1	10
	3	Satisfactory	3	30
	4		3	30
	5	Unsatisfactory		
	No	Response		
	1	Outstanding	3	30
	2		1	10
	3	Satisfactory	3	30
	4		3	30
	5	Unsatisfactory		
	No	Response		
1. Format is technically well-designed and attractive in appearance.	1	Outstanding	3	30
	2		1	10
	3	Satisfactory	3	30
	4		3	30
	5	Unsatisfactory		
	No	Response		

TABLE VI (Continued)

Criteria	Appraisal Value		Panel	
			Number	Percent
2. Typography is related to the intellectual maturity of the student.	1	Outstanding	1	10
	2		2	20
	3	Satisfactory	5	50
	4		2	20
	5	Unsatisfactory		
		No Response		
3. Pictures and illustrations are synchronized with the content.	1	Outstanding	1	10
	2		6	60
	3	Satisfactory	3	30
	4			
	5	Unsatisfactory		
		No Response		
4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.	1	Outstanding	2	20
	2		3	30
	3	Satisfactory	4	40
	4		1	10
	5	Unsatisfactory		
		No Response		

Generally the panel members reacted to this pamphlet by assigning appraisal values of "Satisfactory" through "Outstanding." It would seem, therefore, that Instructional Material "B" presents possibilities for use in instructing the educable mentally retarded.

Instructional Material "C"

Data concerning the application of criteria by panel members in the appraisal of Instructional Material "C",³ The Four Food Groups, appear in Table VII. Eight to nine of the nine respondents rated the chart as satisfactory or above in meeting all of the criteria:

- A. Content is appropriate to the intellectual maturity of the student.
 - 1. Content teaches a single or small number of concepts thoroughly.
 - 2. Content is concise and concrete.
 - 3. Content is well-organized and presented in a logical sequence.
 - 4. Vocabulary is at or below the fifth grade reading level.
 - 5. Sentences are generally simple in structure and short in length.
- B. Content is appropriate to the chronological age and social interests of the student.
 - 1. Setting and characters are familiar and relate to the experience and interests of the student.
 - 2. Setting and characters are of interest to other students at a comparable age.
 - 3. Indication of grade level is absent.
- C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.
 - 1. Content helps develop judgment and discrimination.
 - 2. Content helps develop initiative and self-direction.
 - 3. Content is functional for life situations.

³For an illustration of Instructional Material "C" see the Appendix, page 128.

- D. Format is appropriate to the intellectual maturity of the student.
1. Format is technically well-designed and attractive in appearance.
 2. Typography is related to the intellectual maturity of the student.
 3. Pictures and illustrations are synchronized with the content.
 4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.

One judge did not appraise Instructional Material "C". Of the remaining nine panel members, eight to nine appraised the chart above satisfactory by assigning values of two or one in meeting all of the criteria. The chart was appraised as outstanding by six or seven of the respondents in meeting criteria A, A3, A4, A5, C3, D1, D3, and D4. The appraisal value of two was given by seven of the nine responding judges in meeting criteria C2. This piece of instructional material received the highest rating of any of the instructional materials appraised.

The removal of the words "Intermediate Grades" from the chart was advised by three panel members. One person believed the chart could also be used in high school.

Written comments by the panel included "extremely good", "very good", "excellent", and "attractive." One individual wrote, "Your whole study of foods could revolve around this picture poster." It appears that Instructional Material "C" would be effectual for use with the educable mentally retarded junior high school student.

TABLE VII

APPLICATION OF CRITERIA BY PANEL MEMBERS IN THE
APPRAISAL OF INSTRUCTIONAL MATERIAL "C":
THE FOUR FOOD GROUPS

Criteria	Appraisal Value	Panel Number Percent
A. Content is appropriate to the intellectual maturity of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 3 30 1 10
1. Content teaches a single or small number of concepts thoroughly.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 3 30 1 10 1 10
2. Content is concise and concrete.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 4 40 1 10
3. Content is well-organized and presented in a logical sequence.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 3 30 1 10
4. Vocabulary is at or below the fifth grade reading level.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 3 30 1 10

TABLE VII (Continued)

Criteria	Appraisal Value	Panel Number Percent
5. Sentences are generally simple in structure and short in length.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 2 20 2 20
B. Content is appropriate to the chronological age and social interests of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	4 40 3 30 1 10 2 20
1. Setting and characters are familiar and relate to the experiences and interests of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 5 50 2 20
2. Setting and characters are of interest to other students at a comparable age.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 2 20 1 10 1 10
3. Indication of grade level is absent.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 2 20 1 10 1 10 1 10

TABLE VII (Continued)

Criteria	Appraisal Value	Panel Number Percent
C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.	1 Outstanding	3 30
	2	3 30
	3 Satisfactory	2 20
	4	
	5 Unsatisfactory	
	No Response	2 20
1. Content helps develop judgment and discrimination.	1 Outstanding	3 30
	2	5 50
	3 Satisfactory	1 10
	4	
	5 Unsatisfactory	
	No Response	1 10
2. Content helps develop initiative and self-direction.	1 Outstanding	1 10
	2	7 70
	3 Satisfactory	1 10
	4	
	5 Unsatisfactory	
	No Response	1 10
3. Content is functional for life situations.	1 Outstanding	6 60
	2	2 20
	3 Satisfactory	
	4	
	5 Unsatisfactory	
	No Response	1 10
D. Format is appropriate to the intellectual maturity of the student.	1 Outstanding	4 40
	2	5 50
	3 Satisfactory	
	4	
	5 Unsatisfactory	
	No Response	1 10
1. Format is technically well-designed and attractive in appearance.	1 Outstanding	7 70
	2	2 20
	3 Satisfactory	
	4	
	5 Unsatisfactory	
	No Response	1 10

TABLE VII (Continued)

Criteria	Appraisal Value		Panel	
			Number	Percent
2. Typography is related to the intellectual maturity of the student.	1	Outstanding	5	50
	2		4	40
	3	Satisfactory		
	4			
	5	Unsatisfactory		
	No Response			
3. Pictures and illustrations are synchronized with the content.	1	Outstanding	6	60
	2		3	30
	3	Satisfactory		
	4			
	5	Unsatisfactory		
	No Response		1	10
4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.	1	Outstanding	6	60
	2		3	30
	3	Satisfactory		
	4			
	5	Unsatisfactory		
	No Response		1	10

Instructional Material "D"

In Table VIII the reactions of panel members to Instructional Material "D", The Four Food Groups,⁴ are summarized. A study of the table revealed that 90 percent or more of the group appraised the instructional material as satisfactory or above in meeting all of the nineteen appraisal criteria. The criteria included:

⁴For an illustration of Instructional Material "D" see the Appendix, page 129.

- A. Content is appropriate to the intellectual maturity of the student.
 - 1. Content teaches a single or small number of concepts thoroughly.
 - 2. Content is concise and concrete.
 - 3. Content is well-organized and presented in a logical sequence.
 - 4. Vocabulary is at or below the fifth grade reading level.
 - 5. Sentences are generally simple in structure and short in length.
- B. Content is appropriate to the chronological age and social interests of the student.
 - 1. Setting and characters are familiar and relate to the experiences and interests of the student.
 - 2. Setting and characters are of interest to other students at a comparable age.
 - 3. Indication of grade level is absent.
- C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.
 - 1. Content helps develop judgment and discrimination.
 - 2. Content helps develop initiative and self-direction.
 - 3. Content is functional for life situations.
- D. Format is appropriate to the intellectual maturity of the student.
 - 1. Format is technically well-designed and attractive in appearance.
 - 2. Typography is related to the intellectual maturity of the student.
 - 3. Pictures and illustrations are synchronized with the content.
 - 4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.

TABLE VIII

APPLICATION OF CRITERIA BY PANEL MEMBERS IN THE
 APPRAISAL OF INSTRUCTIONAL MATERIAL "D":
THE FOUR FOOD GROUPS

Criteria	Appraisal Value	Panel Number Percent
A. Content is appropriate to the intellectual maturity of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 2 20 1 10 1 10
1. Content teaches a single or small number of concepts thoroughly.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 2 20 3 30
2. Content is concise and concrete.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 4 40 3 30
3. Content is well-organized and presented in a logical sequence.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 4 40 3 30
4. Vocabulary is at or below the fifth grade reading level.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	4 40 2 20 4 40

TABLE VIII (Continued)

Criteria	Appraisal Value	Panel Number Percent
5. Sentences are generally simple in structure and short in length.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	4 40 3 30 3 30
B. Content is appropriate to the chronological age and social interests of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 3 30 2 20
1. Setting and characters are familiar and relate to the experiences and interests of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 2 20 1 10 1 10
2. Setting and characters are of interest to other students at a comparable age.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 1 10 2 20 1 10 1 10
3. Indication of grade level is absent.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	8 80 2 20

TABLE VIII (Continued)

Criteria	Appraisal Value	Panel Number Percent
C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 2 20 2 20 1 10
1. Content helps develop judgment and discrimination.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 2 20 2 20
2. Content helps develop initiative and self-direction.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 2 20 2 20
3. Content is functional for life situations.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 2 20 2 20
D. Format is appropriate to the intellectual maturity of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 3 30 1 10 1 10
1. Format is technically well-designed and attractive in appearance.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 2 20 2 20

TABLE VIII (Continued)

Criteria	Appraisal Value	Panel Number Percent
2. Typography is related to the intellectual maturity of the student.	1 Outstanding	5 50
	2	2 20
	3 Satisfactory	3 30
	4	
	5 Unsatisfactory No Response	
3. Pictures and illustrations are synchronized with the content.	1 Outstanding	5 50
	2	2 20
	3 Satisfactory	3 30
	4	
	5 Unsatisfactory No Response	
4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.	1 Outstanding	6 60
	2	
	3 Satisfactory	4 40
	4	
	5 Unsatisfactory No Response	

Further study of the data revealed that six to eight of the ten judges appraised the student activity sheet above satisfactory regarding all of the criteria. Sixty to 80 percent of the panelists rated the activity sheet as outstanding in meeting criteria A, B3, C1, C2, C3, D1, and D4.

The responses by the panel indicated that Instructional Material "D" would be a student activity sheet suitable for use with educable mentally retarded students. One panel member commented, "I'd like to

try this one to see what the junior high educable mentally retarded really could do as it relates to making appropriate choices in meal planning." Others did reveal that pupils would need help in spelling names of foods while completing the assignment printed on the activity sheet.

Instructional Material "E"

When the responses regarding Instructional Material "E", My Daily Food Record,⁵ were tabulated in Table IX, it was found that six or more of the ten panel members believed that Instructional Material "E" rated satisfactory or above in meeting all of the appraisal criteria. These criteria were:

- A. Content is appropriate to the intellectual maturity of the student.
 - 1. Content teaches a single or small number of concepts thoroughly.
 - 2. Content is concise and concrete.
 - 3. Content is well-organized and presented in a logical sequence.
 - 4. Vocabulary is at or below the fifth grade reading level.
 - 5. Sentences are generally simple in structure and short in length.
- B. Content is appropriate to the chronological age and social interests of the student.
 - 1. Setting and characters are familiar and relate to the experiences and interests of the student.

⁵For an illustration of Instructional Material "E" see the Appendix, page 130.

2. Setting and characters are of interest to other students at a comparable age.
 3. Indication of grade level is absent.
- C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.
1. Content helps develop judgment and discrimination.
 2. Content helps develop initiative and self-direction.
 3. Content is functional for life situations.
- D. Format is appropriate to the intellectual maturity of the student.
1. Format is technically well-designed and attractive in appearance.
 2. Typography is related to the intellectual maturity of the student.
 3. Pictures and illustrations are synchronized with the content.
 4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.

Further study of the responses, however, revealed that 40 percent of the panelists appraised the student activity sheet at below satisfactory levels regarding criteria D, D2, and D4. It was also revealed that 30 percent of the panel appraised the instructional material at below satisfactory levels in regard to criteria A2, A4, A5, and D1.

Written comments by three judges suggested that educable mentally retarded students would find the directions in the activity sheet complicated and confusing. Another opinion indicated that the lines in some of the illustrations would be confusing to the students.

TABLE IX

APPLICATION OF CRITERIA BY PANEL MEMBERS IN THE
 APPRAISAL OF INSTRUCTIONAL MATERIAL "E":
MY DAILY FOOD RECORD

Criteria	Appraisal Value		Panel	
			Number	Percent
A. Content is appropriate to the intellectual maturity of the student.	1	Outstanding	3	30
	2		3	30
	3	Satisfactory	2	20
	4			
	5	Unsatisfactory		
	No Response			
1. Content teaches a single or small number of concepts thoroughly.	1	Outstanding	3	30
	2		1	10
	3	Satisfactory	3	30
	4		1	10
	5	Unsatisfactory	2	20
	No Response			
2. Content is concise and concrete.	1	Outstanding	3	30
	2		1	10
	3	Satisfactory	3	30
	4		1	10
	5	Unsatisfactory	2	20
	No Response			
3. Content is well-organized and presented in a logical sequence.	1	Outstanding	3	30
	2		2	20
	3	Satisfactory	3	30
	4		1	10
	5	Unsatisfactory	1	10
	No Response			
4. Vocabulary is at or below the fifth grade reading level.	1	Outstanding	4	40
	2		2	20
	3	Satisfactory	1	10
	4		2	20
	5	Unsatisfactory	1	10
	No Response			

TABLE IX (Continued)

Criteria	Appraisal Value	Panel	
		Number	Percent
5. Sentences are generally simple in structure and short in length.	1 Outstanding	4	40
	2	1	10
	3 Satisfactory	2	20
	4	3	30
	5 Unsatisfactory		
	No Response		
B. Content is appropriate to the chronological age and social interests of the student.	1 Outstanding	4	40
	2	1	10
	3 Satisfactory	3	30
	4	2	20
	5 Unsatisfactory		
	No Response		
1. Setting and characters are familiar and relate to the experiences and interests of the student.	1 Outstanding	2	20
	2	3	30
	3 Satisfactory	3	30
	4	1	10
	5 Unsatisfactory		
	No Response	1	10
2. Setting and characters are of interest to other students at a comparable age.	1 Outstanding	3	30
	2	1	10
	3 Satisfactory	4	40
	4	1	10
	5 Unsatisfactory		
	No Response	1	10
3. Indication of grade level is absent.	1 Outstanding	8	80
	2		
	3 Satisfactory	1	10
	4	1	10
	5 Unsatisfactory		
	No Response		

TABLE IX (Continued)

Criteria	Appraisal Value	Panel Number Percent
C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 2 20 2 20 2 20 1 10
1. Content helps develop judgment and discrimination.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	4 40 2 20 2 20 2 20
2. Content helps develop initiative and self-direction.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	4 40 3 30 2 20 1 10
D. Format is appropriate to the intellectual maturity of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	1 10 2 20 3 30 4 40
1. Format is technically well-designed and attractive in appearance.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	4 40 3 30 2 20

TABLE IX (Continued)

Criteria	Appraisal Value	Panel	
		Number	Percent
2. Typography is related to the intellectual maturity of the student.	1 Outstanding	2	20
	2	3	30
	3 Satisfactory	1	10
	4	4	40
	5 Unsatisfactory No Response		
3. Pictures and illustrations are synchronized with the content.	1 Outstanding	4	40
	2	2	20
	3 Satisfactory	4	40
	4		
	5 Unsatisfactory No Response		
4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.	1 Outstanding	3	30
	2	2	20
	3 Satisfactory	1	10
	4	4	40
	5 Unsatisfactory No Response		

Consequently, this instructional material would require teacher direction and step-by-step guidance.

Favorable comments included "attractive", "clever", and "practical." One judge added, however, that the junior high girls might not want to send the form letter on the back page of the activity sheet to their mothers. Another judge wrote, "Form letter on back page could cause friction between parent and school."

Although Instructional Material "E" received appraisal values of satisfactory or above by 60 percent or more of the panel members, it was considered the least acceptable of all the instructional materials appraised. Home economics teachers using this student activity sheet with educable mentally retarded junior high school students would have to provide step-by-step directions and individual attention to the students as they completed the suggested assignment. Revision of the instructional material would make it more usable.

Instructional Material "F"

Data regarding beliefs of the ten panel members pertaining to the application of criteria in the appraisal of Instructional Material "F", Food to Grow On...A Book About Food for Boys and Girls,⁶ are presented in Table X. The pamphlet was appraised as satisfactory or above by eight or more of the ten judges. The appraisal criteria included:

- A. Content is appropriate to the intellectual maturity of the student.
 - 1. Content teaches a single or small number of concepts thoroughly.
 - 2. Content is concise and concrete.
 - 3. Content is well-organized and presented in a logical sequence.
 - 4. Vocabulary is at or below the fifth grade reading level.
 - 5. Sentences are generally simple in structure and short in length.

⁶For an illustration of Instructional Material "F" see the Appendix, page 131.

- B. Content is appropriate to the chronological age and social interests of the student.
 - 1. Setting and characters are familiar and relate to the experiences and interests of the student.
 - 2. Setting and characters are of interest to other students at a comparable age.
 - 3. Indication of grade level is absent.
- C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.
 - 1. Content helps develop judgment and discrimination.
 - 2. Content helps develop initiative and self-direction.
 - 3. Content is functional for life situations.
- D. Format is appropriate to the intellectual maturity of the student.
 - 1. Format is technically well-designed and attractive in appearance.
 - 2. Typography is related to the intellectual maturity of the student.
 - 3. Pictures and illustrations are synchronized with the content.
 - 4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.

Six to eight panel members appraised the pamphlet with appraisal values above satisfactory in meeting criteria A, A1, A2, A3, A4, A5, B1, B3, C, C1, C2, C3, D, D1, D2, D3, and D4. Two judges indicated appraisal values of less than satisfactory in meeting criteria B, B2, D, and D2.

Three individuals believed the content of the pamphlet was inappropriate to the maturity of the students. One panel member wrote:

TABLE X

APPLICATION OF CRITERIA BY PANEL MEMBERS IN THE APPRAISAL
OF INSTRUCTIONAL MATERIAL "F": FOOD TO GROW ON...A
BOOK ABOUT FOOD FOR BOYS AND GIRLS

Criteria	Appraisal Value	Panel Number Percent
A. Content is appropriate to the intellectual maturity of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	4 40 2 20 3 30 1 10
1. Content teaches a single or small number of concepts thoroughly.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	4 40 3 30 3 30
2. Content is concise and concrete.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	4 40 2 20 4 40
3. Content is well-organized and presented in a logical sequence.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 3 30 2 20
4. Vocabulary is at or below the fifth grade reading level.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 2 20 1 10 1 10

TABLE X (Continued)

Criteria	Appraisal Value	Panel Number Percent
5. Sentences are generally simple in structure and short in length.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 2 20 2 20
B. Content is appropriate to the chronological age and social interests of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 2 20 3 30 1 10 1 10
1. Setting and characters are familiar and relate to the experiences and interests of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	2 20 6 60 2 20
2. Setting and characters are of interest to other students at a comparable age.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 1 10 4 40 2 20
3. Indication of grade level is absent.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 3 30 1 10 1 10

TABLE X (Continued)

Criteria	Appraisal Value	Panel Number Percent	
C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.	1 Outstanding	3	30
	2	4	40
	3 Satisfactory	2	20
	4		
	5 Unsatisfactory		
No Response		1	10
1. Content helps develop judgment and discrimination.	1 Outstanding	5	50
	2	3	30
	3 Satisfactory	2	20
	4		
	5 Unsatisfactory		
No Response			
2. Content helps develop initiative and self-direction.	1 Outstanding	4	40
	2	4	40
	3 Satisfactory	2	20
	4		
	5 Unsatisfactory		
No Response			
3. Content is functional for life situations.	1 Outstanding	5	50
	2	3	30
	3 Satisfactory	2	20
	4		
	5 Unsatisfactory		
No Response			
D. Format is appropriate to the intellectual maturity of the student.	1 Outstanding	3	30
	2	3	30
	3 Satisfactory	2	20
	4	2	20
	5 Unsatisfactory		
No Response			
1. Format is technically well-designed and attractive in appearance.	1 Outstanding	5	50
	2	3	30
	3 Satisfactory	1	10
	4		
	5 Unsatisfactory		
No Response			

TABLE X (Continued)

Criteria	Appraisal Value	Panel Number Percent
2. Typography is related to the intellectual maturity of the student.	1 Outstanding	3 30
	2	3 30
	3 Satisfactory	2 20
	4	1 10
	5 Unsatisfactory	1 10
	No Response	
3. Pictures and illustrations are synchronized with the content.	1 Outstanding	5 50
	2	3 30
	3 Satisfactory	2 20
	4	
	5 Unsatisfactory	
	No Response	
4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.	1 Outstanding	5 50
	2	3 30
	3 Satisfactory	2 20
	4	
	5 Unsatisfactory	
	No Response	

This has excellent information but most of our students in junior high would think it insultingly elementary, especially the illustrations. Most of them prefer "diggin" from harder material rather than something that is too simple.

A study of the appraisal values assigned Instructional Material "F" revealed that the panel believed it could be used with the educable mentally retarded. Two panel members believed the reading level was appropriate and appealing. One stated, "We feel this is one of the better booklets sent."

Instructional Material "G"

In Table XI are presented the data regarding the appraisal of Instructional Material "G", We Are What We Eat.⁷ Criteria were applied to those portions of the instructional material pertaining to health and nutrition. Seventy percent or more of the respondents appraised pages 39 through 42 of the student workbook as satisfactory or above regarding the criteria:

- A. Content is appropriate to the intellectual maturity of the student.
 - 1. Content teaches a single or small number of concepts thoroughly.
 - 2. Content is concise and concrete.
 - 3. Content is well-organized and presented in a logical sequence.
 - 4. Vocabulary is at or below the fifth grade reading level.
 - 5. Sentences are generally simple in structure and short in length.
- B. Content is appropriate to the chronological age and social interests of the student.
 - 1. Setting and characters are familiar and relate to the experience and interests of the student.
 - 2. Setting and characters are of interest to other students at a comparable age.
 - 3. Indication of grade level is absent.
- C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.

⁷For an illustration of Instructional Material "G" see the Appendix, page 132.

1. Content helps develop judgment and discrimination.
 2. Content helps develop initiative and self-direction.
- D. Format is appropriate to the intellectual maturity of the student.
1. Format is technically well-designed and attractive in appearance.
 2. Typography is related to the intellectual maturity of the student.
 3. Pictures and illustrations are synchronized with the content.
 4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.

The instructional material was judged as outstanding by 60 or 70 percent of the panel members in meeting criteria A2, A4, A5, B1, B3, and C3. Below satisfactory appraisal values were assigned criteria A and D2 by two panelists.

Three individuals expressed opinions regarding the maturity level of the workbook's content. One person stated, "Another excellent teaching aid; particularly for older EMR'S." Another panelist wrote, "Very practical situations. Many would be good with the EMR at the high school or young adult level." The third panel member commented, "The content of the material is usable; however, interest level too advanced for this group." The reaction of panel members indicates that the student workbook could be considered as an instructional material for use with the more mature junior high school educable mentally retarded student.

TABLE XI

APPLICATION OF CRITERIA BY PANEL MEMBERS IN THE
 APPRAISAL OF INSTRUCTIONAL MATERIAL "G":
WE ARE WHAT WE EAT

Criteria	Appraisal Value	Panel Number Percent	
A. Content is appropriate to the intellectual maturity of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 2 1 1 1	50 20 10 10 10
1. Content teaches a single or small number of concepts thoroughly.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 5 1 1	30 50 10 10
2. Content is concise and concrete.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 3 1	60 30 10
3. Content is well-organized and presented in a logical sequence.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	4 5 1	40 50 10
4. Vocabulary is at or below the fifth grade reading level.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 3 1	60 30 10

TABLE XI (Continued)

Criteria	Appraisal Value	Panel Number Percent
5. Sentences are generally simple in structure and short in length.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 4 40
B. Content is appropriate to the chronological age and social interests of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	2 20 5 50 2 20 1 10
1. Setting and characters are familiar and relate to the experiences and interests of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	7 70 1 10 1 10 1 10
2. Setting and characters are of interest to other students at a comparable age.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	2 20 5 50 1 10 1 10 1 10
3. Indication of grade level is absent.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 2 20 1 10 1 10

TABLE XI (Continued)

Criteria	Appraisal Value	Panel Number Percent
C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	4 40 3 30 1 10 2 20
1. Content helps develop judgment and discrimination.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 1 10 3 30 1 10
2. Content helps develop initiative and self-direction.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 2 20 2 20 1 10
3. Content is functional for life situations.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	7 70 1 10 1 10 1 10
D. Format is appropriate to the intellectual maturity of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 4 40 1 10 1 10 1 10
1. Format is technically well-designed and attractive in appearance.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 5 50 1 10 1 10

TABLE XI (Continued)

Criteria	Appraisal Value		Panel	
			Number	Percent
2. Typography is related to the intellectual maturity of the student.	1	Outstanding	2	20
	2		5	50
	3	Satisfactory		
	4		1	10
	5	Unsatisfactory	1	10
	No	Response	1	10
3. Pictures and illustrations are synchronized with the content.	1	Outstanding	5	50
	2		3	30
	3	Satisfactory	1	10
	4			
	5	Unsatisfactory		
	No	Response	1	10
4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.	1	Outstanding	4	40
	2		4	40
	3	Satisfactory		
	4		1	10
	5	Unsatisfactory		
	No	Response	1	10

Instructional Material "H"

The appraisal judgment of the panel regarding Instructional Material "H", The Real You,⁸ will be noted from the data presented in Table XII. The frames of the filmstrip appraised pertained to health and nutrition and included frames one through 26 and 48 through

⁸For an illustration of Instructional Material "H" see the Appendix, page 133.

53. The filmstrip received appraisal values of satisfactory and above by 80 percent or more of the ten panel members. The criteria appraised included:

- A. Content is appropriate to the intellectual maturity of the student.
 - 1. Content teaches a single or small number of concepts thoroughly.
 - 2. Content is concise and concrete.
 - 3. Content is well-organized and presented in a logical sequence.
 - 4. Vocabulary is at or below the fifth grade reading level.
 - 5. Sentences are generally short in length and simple in structure.
- B. Content is appropriate to the chronological age and social interests of the student.
 - 1. Setting and characters are familiar and relate to the experiences and interests of the student.
 - 2. Setting and characters are of interest to other students at a comparable age.
 - 3. Indication of grade level is absent.
- C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.
 - 1. Content helps develop judgment and discrimination.
 - 2. Content helps develop initiative and self-direction.
 - 3. Content is functional for life situations.
- D. Format is appropriate to the intellectual maturity of the student.
 - 1. Format is technically well-designed and attractive in appearance.

2. Typography is related to the intellectual maturity of the student.
3. Pictures and illustrations are synchronized with the content.
4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.

Outstanding appraisal values were assigned the instructional material in meeting criteria A2, B1, C1, C3, D1, D3, and D4 by 60 to 90 percent of the panelists. Seventy percent or more of the panel members appraised the filmstrip above satisfactory in regard to all criteria except A4. This criterion received appraisal values ranging from one through five.

Written comments by four panel members revealed beliefs that the filmstrip was generally too advanced for junior high school educable mentally retarded students. One person added, "Would require considerable preliminary preparation and follow-up."

Four judges believed the filmstrip to be good or excellent. One panelist advised omitting frames 49 and 50 and described the instructional material as "middle class orientated."

Instructional Material "H" was appraised by the panel members as an effectual filmstrip for use with the educable mentally retarded. Rewriting the script according to the needs of the students would advance the appraisal values of criteria related to vocabulary and content.

TABLE XII

APPLICATION OF CRITERIA BY PANEL MEMBERS
 IN THE APPRAISAL OF INSTRUCTIONAL
 MATERIAL "H": THE REAL YOU

Criteria	Appraisal Value	Panel Number Percent
A. Content is appropriate to the intellectual maturity of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 6 60 1 10
1. Content teaches a single or small number of concepts thoroughly.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	2 20 5 50 2 20 1 10
2. Content is concise and concrete.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 2 20 1 10 1 10
3. Content is well-organized and presented in a logical sequence.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 3 30 2 20
4. Vocabulary is at or below the fifth grade reading level.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	2 20 3 30 3 30 1 10 1 10

TABLE XII (Continued)

Criteria	Appraisal Value	Panel	
		Number	Percent
5. Sentences are generally simple in structure and short in length.	1 Outstanding	3	30
	2	5	50
	3 Satisfactory	1	10
	4		
	5 Unsatisfactory	1	10
	No Response		
B. Content is appropriate to the chronological age and social interests of the student.	1 Outstanding	3	30
	2	6	60
	3 Satisfactory	1	10
	4		
	5 Unsatisfactory		
	No Response		
1. Setting and characters are familiar and relate to the experiences and interests of the student.	1 Outstanding	4	40
	2	6	60
	3 Satisfactory		
	4		
	5 Unsatisfactory		
	No Response		
2. Setting and characters are of interest to other students at a comparable age.	1 Outstanding	5	50
	2	5	50
	3 Satisfactory		
	4		
	5 Unsatisfactory		
	No Response		
3. Indication of grade level is absent.	1 Outstanding	8	80
	2	2	20
	3 Satisfactory		
	4		
	5 Unsatisfactory		
	No Response		

TABLE XII (Continued)

Criteria	Appraisal Value	Panel Number Percent
C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	5 50 3 30 1 10 1 10
1. Content helps develop judgment and discrimination.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	7 70 3 30
2. Content helps develop initiative and self-direction.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	4 40 4 40 2 20
3. Content is functional for life situations.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	6 60 3 30 1 10
D. Format is appropriate to the intellectual maturity of the student.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	3 30 6 60 1 10
1. Format is technically well-designed and attractive in appearance.	1 Outstanding 2 3 Satisfactory 4 5 Unsatisfactory No Response	9 90 1 10

TABLE XII (Continued)

Criteria	Appraisal Value	Panel Number Percent
2. Typography is related to the intellectual maturity of the student.	1 Outstanding	4 40
	2	3 30
	3 Satisfactory	2 20
	4	
	5 Unsatisfactory	
	No Response	1 10
3. Pictures and illustrations are synchronized with the content.	1 Outstanding	6 60
	2	4 40
	3 Satisfactory	
	4	
	5 Unsatisfactory	
	No Response	
4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.	1 Outstanding	6 60
	2	4 40
	3 Satisfactory	
	4	
	5 Unsatisfactory	
	No Response	

Decisions of the panel members in applying the appraisal criteria to all of the eight selected home economics instructional materials are compiled in Table XIII. Inspection of the data and earlier tables revealed that all of the instructional materials were generally appraised as satisfactory or above in meeting criteria considered appropriate to the characteristics and needs of the junior high school educable mentally retarded student. Instructional Material "C"

received high appraisal values from more of the panel members than did any other instructional material.

In the estimation of the panel members, the criterion that appeared to be most observable in the instructional materials was: Indication of grade level is absent. Seventy to 90 percent of the panel members assigned above satisfactory appraisal values when applying this criterion to the instructional materials. Sixty percent or more of the panelists assigned above satisfactory appraisal values when applying the criteria which stated that content be functional for life situations and that pictures and illustrations be synchronized with the content.

Although the eight instructional materials were generally appraised as satisfactory by the panel of judges, a study of the appraisal values revealed that certain criteria were considered to be less apparent in the selected materials. Five of the instructional materials received below satisfactory ratings from 10 to 20 percent of the respondents when applying the criteria which indicated that content be appropriate to the intellectual maturity of the student and that setting and characters be of interest to other students at a comparable age. Three of the instructional materials received below satisfactory values from 10 to 30 percent of the respondents when applying the criterion which specified that format be technically well-designed, and attractive in appearance.

TABLE XIII

COMPILATION OF DECISIONS OF PANEL MEMBERS
APPLYING APPRAISAL CRITERIA TO THE
SELECTED INSTRUCTIONAL MATERIALS

Criteria	Appraisal Value	Panel Number ^a Appraising Instructional Materials							
		A	B	C	D	E	F	G	H
A. Content is appropriate to the intellectual maturity of the student.	1 Outstanding	6	3	6	6	3	4	5	3
	2	2		3	2	3	2	2	6
	3 Satisfactory	2	7		1	2	3	1	
	4				1	2	1	1	
	5 Unsatisfactory							1	1
1. Content teaches a single or small number of concepts thoroughly.	No Response								
	1 Outstanding	4	1	5	5	3	4	3	2
	2	3	2	3	2	1	3	5	5
	3 Satisfactory	3	5	1	3	3	3	1	2
	4		2			1		1	1
2. Content is concise and concrete.	5 Unsatisfactory					2			
	No Response			1					
	1 Outstanding	5	3	5	3	3	4	6	6
	2	3	1	4	4	1	2	3	2
	3 Satisfactory	2	4		3	3	4	1	1
	4		2			1			1
	5 Unsatisfactory					2			
	No Response			1					

^aMembers of panel total 10.

TABLE XIII (Continued)

Criteria	Appraisal Value	Panel Number Appraising Instructional Materials							
		A	B	C	D	E	F	G	H
3. Content is well-organized and presented in a logical sequence.	1 Outstanding	6	3	6	3	3	5	4	5
	2	2	3	3	4	2	3	5	3
	3 Satisfactory	2	4		3	3	2	1	2
	4					1			
	5 Unsatisfactory					1			
	No Response			1					
4. Vocabulary is at or below the fifth grade reading level.	1 Outstanding	8	4	6	4	4	6	6	2
	2	2	3	3	2	2	2	3	3
	3 Satisfactory		3		4	1	1	1	3
	4					2	1		1
	5 Unsatisfactory					1			1
	No Response			1					
5. Sentences are generally simple in structure and short in length.	1 Outstanding	8	2	6	4	4	6	6	3
	2	2	4	2	3	1	2	4	5
	3 Satisfactory		4		3	2	2		1
	4					3			
	5 Unsatisfactory								1
	No Response			2					

TABLE XIII (Continued)

Criteria	Appraisal Value	Panel Number Appraising Instructional Materials							
		A	B	C	D	E	F	G	H
B. Content is appropriate to the chronological age and social interests of the student.	1 Outstanding	5	3	4	5	4	3	2	3
	2	3	1	3	3	1	2	5	6
	3 Satisfactory	1	6	1	2	3	3	2	1
	4	1				2	1		
	5 Unsatisfactory						1	1	
	No Response			2					
1. Setting and characters are familiar and relate to the experiences and interests of the student.	1 Outstanding	5	2	3	5	2	2	7	4
	2	1	1	5	2	3	6	1	6
	3 Satisfactory	3	5		1	3	2		
	4		2		1	1			
	5 Unsatisfactory							1	
	No Response	1		2	1	1		1	
2. Setting and characters are of interest to other students at a comparable age.	1 Outstanding	4	3	5	5	3	3	2	5
	2	2	3	2	1	1	1	5	5
	3 Satisfactory	2	4	1	2	4	4		
	4	1			1	1	2	1	
	5 Unsatisfactory							1	
	No Response	1		2	1	1		1	

TABLE XIII (Continued)

Criteria	Appraisal Value	Panel Number Appraising Instructional Materials							
		A	B	C	D	E	F	G	H
3. Indication of grade level is absent.	1 Outstanding	8	8	5	8	8	5	6	8
	2		1	2			3	2	2
	3 Satisfactory	2	1	1	2	1	1		
	4					1	1	1	
	5 Unsatisfactory			1					
	No Response			1				1	
C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.	1 Outstanding	4	3	3	5	3	3	4	5
	2	3	2	3	2	2	4	3	3
	3 Satisfactory	2	4	2	2	2	2		1
	4					2		1	
	5 Unsatisfactory								
	No Response	1	1	2	1	1	1	2	1
1. Content helps develop judgment and discrimination.	1 Outstanding	3	2	3	6	4	5	5	7
	2	2	6	5	2	2	3	1	3
	3 Satisfactory	4	2	1	2	2	2	3	
	4	1				2			
	5 Unsatisfactory								
	No Response			1				1	

TABLE XIII (Continued)

Criteria	Appraisal Value	Panel Number Appraising Instructional Materials							
		A	B	C	D	E	F	G	H
2. Content helps develop initiative and self-direction.	1 Outstanding	3	2	1	6	4	4	5	4
	2	2	4	7	2	3	4	2	4
	3 Satisfactory	4	4		2	2	2	2	2
	4	1		1		1			
	5 Unsatisfactory								
3. Content is functional for life situations.	No Response			1				1	
	1 Outstanding	6	4	6	6	5	5	7	6
	2		3	2	2	2	3	1	3
	3 Satisfactory	4	2		2	2	2		1
	4		1	1		1		1	
D. Format is appropriate to the intellectual maturity of the student.	5 Unsatisfactory								
	No Response			1				1	
	1 Outstanding	5	2	4	5	1	3	3	3
	2	2	1	5	3	2	3	4	6
	3 Satisfactory	3	7		1	3	2	1	1
	4				1	4	2		
	5 Unsatisfactory							1	
	No Response			1				1	

TABLE XIII (Continued)

Criteria	Appraisal Value	Panel Number Appraising Instructional Materials							
		A	B	C	D	E	F	G	H
1. Format is technically well-designed and attractive in appearance.	1 Outstanding	8	3	7	6	4	5	3	9
	2	2	1	2	2		3	5	1
	3 Satisfactory		3		2	3	1	1	
	4		3			2			
	5 Unsatisfactory					1	1		
	No Response			1				1	
2. Typography is related to the intellectual maturity of the student.	1 Outstanding	6	1	5	5	2	3	2	4
	2	2	2	4	2	3	3	5	3
	3 Satisfactory	1	5		3	1	2		2
	4	1	2			4	1	1	
	5 Unsatisfactory						1	1	
	No Response			1				1	1
3. Pictures and illustrations are synchronized with the content.	1 Outstanding	7	1	6	5	4	5	5	6
	2	1	6	3	2	2	3	3	4
	3 Satisfactory	1	3		3	4	2	1	
	4								
	5 Unsatisfactory								
	No Response	1		1				1	
4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.	1 Outstanding	6	2	6	6	3	5	4	6
	2	1	3	3		2	3	4	4
	3 Satisfactory	3	4		4	1	2		
	4		1			4		1	
	5 Unsatisfactory								
	No Response			1				1	

Although the main purpose of this study was to formulate criteria for the appraisal of instructional materials, the writer found when comparing the appraisal values assigned by individual panel members that the responses varied with the kinds of responsibilities of panel members. Names of panel members were separated into groups according to their responsibilities in meeting the needs of the educable mentally retarded. The three home economics teachers teaching home economics to junior high school special education students were assigned numbers one, two, and three. The three special education teachers teaching home skills to junior high school special education students were identified as four, five, and six. The numbers seven, eight, nine, and ten were assigned to the names of the four panel members involved in developing curriculum, coordinating special services, and teaching special education courses at the university level. Persons numbered seven, eight, nine, and ten were referred to as "special education administrators." No attempt was made to arrange the names of the panel members alphabetically in order that their identity might remain anonymous.

The numerical appraisal values assigned to each instructional material by a panel member when applying a particular criterion were totaled. The totals were divided by the number of instructional materials an individual appraised. The resulting quotient indicated an average of the appraisal values assigned by each panelist when applying a single criterion to the instructional materials. A study

of these averages presented in Table XIV revealed that most of the averages of appraisal values assigned by the three special education teachers ranged from 2.0 through 2.9 while most of the averages of appraisal values assigned by the three home economics teachers ranged from 1.0 through 1.9. Perhaps the greater number of actual contact hours with educable mentally retarded students in a self-contained classroom contributed to the lower appraisal values occurring in the special education teacher group. They may have been more discerning of the characteristics and needs of the junior high school educable mentally retarded student than the home economics teachers meeting with special education students three to five hours a week. The high appraisal values assigned by the home economics teachers indicate perhaps that the instructional materials were better than those used presently by the respondents.

When the averages of appraisal values assigned by the special education administrators were compared, it was found that one of the four responding panelists assigned lower appraisal values than did the other three panel members. The averages of the administrator assigning lower appraisal values ranged from 2.3 through 3.3 while the averages of the other three panel members ranged from 1.0 through 2.8. The differences in numerical appraisal values assigned by individuals draw attention to the limitation of judgment sampling represented in the canvass of panel members. It would seem that the values assigned depended to some extent on the experience, educational background, and discriminating ability of the individuals doing the rating.

Although the panel members varied in their appraisal, they were involved in implementing special education programs and consequently would have reason to be familiar with the characteristics and needs of the educable mentally retarded.

TABLE XIV

AVERAGES OF APPRAISAL VALUES ASSIGNED BY INDIVIDUAL PANEL MEMBERS^a
 APPLYING CRITERIA TO INSTRUCTIONAL MATERIALS

Criteria	Averages of Appraisal Values ^b Assigned By:									
	Home Economics Teachers 1	2	Teachers 3	Special Education Teachers 4	5	6	Special Education Administrators 7	8	9	10
A	1.0	1.3	1.5	2.6	2.3	2.0	1.1	3.0	1.9	2.4
A1	1.1	2.4	1.9	2.6	2.3	2.1	1.5	3.1	2.1	2.4
A2	1.0	1.3	1.5	2.6	2.4	2.4	1.3	2.6	2.1	2.1
A3	1.0	1.3	1.8	2.6	2.1	2.5	1.1	2.9	1.9	1.6
A4	1.1	1.4	1.6	2.4	2.4	2.0	1.1	2.5	1.7	2.0
A5	1.0	1.8	1.9	2.5	2.1	1.8	1.3	2.5	1.6	1.5
B	1.8	1.1	2.2	2.5	2.4	2.8	1.4	3.1	1.7	1.9
B1	1.0	1.9	2.2	2.6	2.1	1.9	1.0	2.9	2.0	2.1
B2	1.5	1.4	1.5	2.6	2.6	2.1	1.4	3.0	1.9	1.6

^aPanel members are identified by numbers one through ten.

^bAppraisal values range from one down through five.

TABLE XIV (Continued)

Averages of Appraisal Values Assigned By:										
Criteria	Home Economics Teachers 1	2	3	Special Education Teachers 4	5	6	Special Education Administrators 7	8	9	10
B3	1.3	1.0	1.5	2.6	1.6	1.0	1.9	2.6	1.0	1.0
C	1.0	a	1.9	2.4	1.1	2.3	1.0	2.9	1.7	2.3
C1	1.0	1.3	1.9	2.6	2.0	1.8	1.0	2.8	1.4	2.4
C2	1.0	1.8	2.4	2.6	2.6	2.0	1.0	2.3	1.4	1.8
C3	1.0	1.3	2.4	2.6	2.0	1.5	1.0	2.8	1.4	1.0
D	1.8	1.3	2.1	2.6	2.4	2.0	1.4	3.0	2.3	2.4
D1	1.9	1.1	1.9	2.6	1.9	2.0	1.0	3.3	2.1	1.0
D2	1.9	1.4	1.7	2.4	2.6	2.0	1.3	3.3	1.9	2.8
D3	1.4	1.1	1.3	2.6	2.1	1.8	1.1	2.7	1.1	2.0
D4	1.4	1.4	1.6	2.6	2.7	1.9	1.1	2.9	1.4	1.5

^aPanel member 2 did not respond to Criteria C in the appraisal of instructional materials.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The primary purpose of this study was to formulate criteria believed to be appropriate for the appraisal of instructional materials for use with educable mentally retarded students in a junior high school home economics class. The writer believes that appraisal criteria judged as appropriate by a majority of the members of a panel of judges involved in implementing special education programs for the educable mentally retarded will be of help to home economics teachers in selecting or adapting existing home economics instructional materials for use with the educable mentally retarded.

SUMMARY

Statements of 19 criteria believed to be appropriate for the appraisal of instructional materials were formulated by the writer. The criteria were related to the intellectual, social, and physical needs and characteristics of the junior high school educable mentally retarded student.

A panel composed of three home economics teachers, three special education teachers, three administrators of special education or curriculum development programs, and one university professor of special education judged the proposed criteria. Panel members were given an opportunity to indicate whether they would accept, reject,

or revise each criterion.

When the responses were analyzed, it was found that all but one of the 19 criteria were accepted by 60 to 100 percent of the panel members. Fifty percent of the panel members suggested revision of the single criterion that indicated vocabulary should be below the fifth grade reading level. Written statements made by the respondents indicated they believed that vocabulary of instructional materials for the junior high school educable mentally retarded should be at or below the fifth grade reading level.

Of the 19 criteria to which the panel of judges reacted, these were believed to be appropriate to the characteristics and needs of the junior high school educable mentally retarded by at least 60 percent of the members and thus accepted as appraisal criteria:

Content is appropriate to the intellectual maturity of the student.

Content teaches a single or small number of concepts thoroughly.

Content is concise and concrete.

Content is well-organized and presented in a logical sequence.

Sentences are generally simple in structure and short in length.

Content is appropriate to the chronological age and social interests of the student.

Setting and characters are familiar and relate to the experiences and interests of the student.

Setting and characters are of interest to other students at a comparable age.

Indication of grade level is absent.

Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.

Content helps develop judgment and discrimination.

Content helps develop initiative and self-direction.

Content is functional for life situations.

Format is appropriate to the intellectual maturity of the student.

Format is technically well-designed and attractive in appearance.

Typography is related to the intellectual maturity of the student.

Pictures and illustrations are synchronized with the content.

Pictures and illustrations clarify ideas and reinforce accurately the content presented.

The criterion that was accepted by 50 percent of the panelists was revised to read:

Vocabulary is at or below the fifth grade reading level.

A second part of the study involved applying the accepted and revised criteria in the actual appraisal of selected home economics instructional materials. The refined criteria were used by the panel of judges to obtain their opinions regarding the acceptability of selected home economics instructional materials for use with junior high school educable mentally retarded students. Eight instructional materials with content pertaining to health and nutrition were selected by the writer for use in a foods class. The materials included one chart, three pamphlets, two student activity sheets,

and portions of a student workbook and filmstrip.

A rating scale with numerical values from one through five was designed to assist the panel members in their appraisal of the instructional materials. The numerical value of one was assigned to "Outstanding or Excellent." The numerical value of five was assigned to "Poor or Unsatisfactory." "Satisfactory" was assigned the numerical value of three.

When the responses of the group were analyzed, it was found that all of the instructional materials were generally appraised as satisfactory or above in meeting criteria considered appropriate to the junior high school educable mentally retarded. These home economics instructional materials included:

Instructional Material "A": Every Day Eat the 1-2-3-4 Way

Instructional Material "B": All Systems Are Go...With Your 4 Stage Food Rocket

Instructional Material "C": The Four Food Groups... A Food Chart for Intermediate Grades

Instructional Material "D": The Four Food Groups

Instructional Material "E": My Daily Food Record

Instructional Material "F": Food to Grow On

Instructional Material "G": We Are What We Eat

Instructional Material "H": The Real You

Inspection of the data summarizing appraisal responses revealed that 60 percent or more of the panel members assigned above satisfactory appraisal values to all eight instructional materials when applying the following criteria:

Indication of grade level is absent.

Content is functional for life situations.

Pictures and illustrations are synchronized with the content.

Although the eight instructional materials were generally appraised as satisfactory by the panel of judges, a study of the appraisal values revealed that 10 to 30 percent of the panel members assigned below satisfactory values to three instructional materials, B, E, and F, when applying the criterion: Format is technically well-designed and attractive in appearance.

Ten to 20 percent of the panelists assigned below satisfactory appraisal values to five instructional materials, D, E, F, G, and H, when applying the criterion: Content is appropriate to the intellectual maturity of the student. Below satisfactory appraisal values were also assigned by 10 to 20 percent of the panel members to five instructional materials, A, D, E, F, and G, when applying the criterion: Setting and characters are of interest to other students at a comparable age. These data and comments added by respondents indicate that adaptation or revisions of the selected instructional material failing to meet these criteria would make the material more acceptable.

Comparison of the averages of appraisal values assigned by the panel members revealed that the special education teachers assigned lower appraisal values to the instructional materials than did the three home economics teachers and three of the four special education administrators. The special education teachers may have been more

discerning of the characteristics and needs of the educable mentally retarded than other panel members who spend less time with the special education student during a school day. High appraisal values may have been assigned by the home economics teachers because the selected instructional materials may have been better than those used presently by the respondents.

The number of times respondents failed to react to the application of a criterion to all instructional materials totaled 51 for the entire group. One judge did not appraise one of the instructional materials. Another judge did not apply 19 criteria to one of the instructional materials. One person did not apply one of the criteria to any of the eight instructional materials. The "no responses" may indicate that the panel members believed the criteria were not observable in the instructional material or did not wish to express an opinion.

The writer believes the appraisal device could have been improved by providing space for the respondents to indicate that a criterion was not discernable in the instructional material. Some judges, for example, might believe the criterion which indicated that content help develop initiative and self-direction would apply to all instructional materials that are read by the student while other judges might feel that the criterion applied to instructional materials with directions for student involvement in written projects or other class activity.

RECOMMENDATIONS FOR FURTHER STUDY

The present study indicates the beliefs of panel members concerning the appropriateness of appraisal criteria to the characteristics and needs of the junior high school educable mentally retarded student. An additional study which would be of value to home economics teachers might concern formulating criteria for the appraisal of home economics instructional materials for senior high school educable mentally retarded students.

Since the present study was confined to home economics instructional materials pertaining to health and the basic four food groups, instructional materials in other areas of home economics might well be investigated.

Certain criteria have been indicated as receiving lower appraisal values in the rating of the selected home economics instructional materials. Another investigation suggested by the present study relates to the revision of existing instructional material for use with the educable mentally retarded.

Several respondents commented that they would like to use the instructional materials in the classroom with special education students. A study to determine the effectiveness of the materials when used by the educable mentally retarded would be a contribution to persons interested in further refinement of the criteria, in revising existing home economics instructional materials, or in developing instructional materials especially for use with the educable mentally retarded.

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College of Arts and Sciences
 State University of New York
 Stony Brook, New York
 11790-2400

The Dean of
 College of Arts and Sciences
 State University of New York
 Stony Brook, New York

Dear Sir:

I am writing to you regarding the application of the
 College of Arts and Sciences to the State University of New York
 for the purpose of establishing a new college of arts and sciences
 in the State University of New York. I am writing to you regarding
 the application of the College of Arts and Sciences to the State
 University of New York for the purpose of establishing a new college
 of arts and sciences in the State University of New York. I am
 writing to you regarding the application of the College of Arts and
 Sciences to the State University of New York for the purpose of
 establishing a new college of arts and sciences in the State
 University of New York.

APPENDIX

The College of Arts and Sciences
 State University of New York
 Stony Brook, New York
 11790-2400

The College of Arts and Sciences
 State University of New York
 Stony Brook, New York
 11790-2400

College of Home Economics
South Dakota State University
Brookings, South Dakota
March 31, 1969

Mr. John Doe
Special Education Department
Area Public Schools
Schooltown, Area

Dear Mr. Doe,

Since you have had training in the field of special education and are currently involved in developing or implementing classes for the educable mentally retarded you are aware of the shortage of instructional materials geared to their level. Home economics teachers with a limited background in special education need your help! A knowledge of criteria found usable in appraising available instructional materials would be of value in selecting or adapting materials for EMR students enrolled in home economics classes and would provide direction for developing new materials!

During the coming months I plan to work on the topic, "Developing Criteria for the Appraisal of Available Instructional Materials for the Educable Mentally Retarded in a Home Economics Foods Class," for a masters thesis at South Dakota State University. This study has been developed with the approval and advice of Dean Frances M. Hettler, College of Home Economics.

The study will be based on the following objectives:

1. To assemble information pertaining to the characteristics and needs of the educable mentally retarded.
2. To suggest criteria for appraising instructional materials for use with the educable mentally retarded.
3. To submit the suggested criteria to a panel of judges to determine the appropriateness of the criteria to the characteristics and needs of the educable mentally retarded.
4. To select instructional materials for use with the educable mentally retarded in a junior high home economics foods class. The materials will pertain to the concept, "Health and Nutrition."
5. To submit the selected instructional materials to the same panel of judges for appraisal.

Doe

-2-

March 31, 1969

The group of judges referred to in the objectives is to include special education administrators and teachers and home economics teachers of special education students. Since you have direct responsibility and training in the special education field, I am asking your cooperation and assistance.

Will you return the enclosed reply card indicating whether you are willing to judge the appropriateness of the suggested criteria and later to determine whether or not the selected instructional materials meet the criteria established. If your reply is affirmative, the forms and materials will be mailed to you for your attention.

Sincerely yours,

Irene Winterfeld
Graduate Assistant
Home Economics Education

College of Home Economics
South Dakota State University
Brookings, South Dakota
March 31, 1969

Mrs. Jane Smith
Home Economics Department
Area Public Schools
Schooltown, Area

Dear Mrs. Smith,

Since you are currently involved in developing or implementing home economics classes for the educable mentally retarded you are aware of the shortage of instructional materials geared to their level. Home economics teachers with a limited background in special education need your help! A knowledge of criteria found usable in appraising available instructional materials would be of value in selecting or adapting materials for EMR students enrolled in home economics classes and would provide direction for developing new materials!

During the coming months I plan to work on the topic, "Developing Criteria for the Appraisal of Available Instructional Materials for the Educable Mentally Retarded in a Home Economics Foods Class," for a masters thesis at South Dakota State University. This study has been developed with the approval and advice of Dean Frances M. Hettler, College of Home Economics.

The study will be based on the following objectives:

1. To assemble information pertaining to the characteristics and needs of the educable mentally retarded.
2. To suggest criteria for appraising instructional materials for use with the educable mentally retarded.
3. To submit the suggested criteria to a panel of judges to determine the appropriateness of the criteria to the characteristics and needs of the educable mentally retarded.
4. To select instructional materials for use with the educable mentally retarded in a junior high home economics foods class. The materials will pertain to the concept, "Health and Nutrition."
5. To submit the selected instructional materials to the same panel of judges for appraisal.

Smith

-2-

March 31, 1969

The group of judges referred to in the objectives is to include special education administrators and teachers and home economics teachers of special education students. Since you have direct responsibility in the special education field, I am asking your cooperation and assistance.

Will you return the enclosed reply card indicating whether you are willing to judge the appropriateness of the suggested criteria and later to determine whether or not the selected instructional materials meet the criteria established. If your reply is affirmative, the forms and materials will be mailed to you for your attention.

Sincerely,

Irene Winterfeld
Graduate Assistant
Home Economics Education

Miss Winterfeld,

I will be able to serve as a member of a panel of judges to assist in your study of "Developing Criteria for the Appraisal of Available Instructional Materials for the Educable Mentally Retarded in a Home Economics Foods Class."

_____ Yes

_____ No

Signed _____

South Dakota State University
Brookings, South Dakota
April 9, 1969

Do you remember receiving a request for your participation in a panel of judges to evaluate criteria for the appraisal of instructional materials for the EMR in a home economics foods class? Could you return the card indicating whether you are able to participate in the study? If your reply is already in the mail, please disregard this reminder.

Sincerely,

Irene Winterfeld
Graduate Assistant
Home Economics Education

PANEL MEMBERS

- Mrs. Thomas Biffert, Special Education Teacher, Middle School,
Brookings Public Schools, Brookings, South Dakota.
- Miss Jan Ebersdorfer, Coordinator of Special Services, Lake Region
Educational Planning Center, Watertown, South Dakota.
- Mrs. Geraldine Evans, Special Education Teacher, Roosevelt School,
Rapid City, South Dakota.
- Dr. Joan Fairchild, Professor of Special Education, University of
South Dakota, Vermillion, South Dakota.
- Mrs. D. H. Kruse, Home Economics Teacher, Central Junior High
School, Ames, Iowa.
- Mrs. Kathryn Nyren, Home Economics Teacher, Woodrow Wilson Junior
High School, Sioux City, Iowa.
- Mrs. Eleanor Offerdahl, Special Education Teacher, Vermillion Public
Schools, Vermillion, South Dakota.
- Miss Bonita Proeschold, Home Economics Teacher, Fort Dodge Senior
High School, Fort Dodge, Iowa.
- Dr. Munro Shintani, Coordinator of Services for EMR, Iowa State Dept.
of Public Instruction, Des Moines, Iowa.
- Mr. Sigurd B. Walden, Assistant Director, Special Education Curriculum
Development Center, Iowa City, Iowa.

**SUGGESTED CRITERIA FOR THE APPRAISAL OF
INSTRUCTIONAL MATERIALS¹ FOR THE
EDUCABLE MENTALLY RETARDED**

Directions: In checking the statements listed below as criteria for the appraisal of instructional materials, please indicate your judgment of the appropriateness of each to the characteristics and needs of the educable mentally retarded in a junior high school.

1. Check the first column if you accept the appropriateness of the criterion.
2. Check the second column if you reject the appropriateness of the criterion.
3. Check the third column if you would accept the criterion upon revision. Space has been provided under each criterion for your suggestions for revision of the statement.

In addition, space has been provided at the end of the check list for the addition of other statements which the reader feels should be included as criteria.

Criteria	Accept (1)	Reject (2)	Revise (3)
A. Content ² is appropriate to the intellectual maturity of the student.			
1. Content teaches a single or small number of concepts thoroughly.			
2. Content is concise and concrete.			
3. Content is well-organized and presented in a logical sequence.			

DEFINITIONS:

¹Instructional Materials is used in this study to mean devices used for teaching purposes, including pamphlets or bulletins, charts, films and filmstrips, and overhead transparencies.

²Content refers to that subject matter which is written for explanation or description.

Criteria	Accept (1)	Reject (2)	Revise (3)
4. Vocabulary is below the fifth grade reading level.			
5. Sentences are generally simple in structure and short in length.			
B. Content is appropriate to the chronological age and social interests of the student.			
1. Setting ³ and characters are familiar and relate to the experiences and interests of the student.			
2. Setting and characters are of interest to other students at a comparable age.			
3. Indication of grade level is absent.			
C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.			
1. Content helps develop judgment and discrimination.			
2. Content helps develop initiative and self-direction.			

³Setting refers to environment or surroundings of an event.

Criteria	Accept (1)	Reject (2)	Revise (3)
3. Content is functional for life situations.			
D. Format ⁴ is appropriate to the intellectual maturity of the student.			
1. Format is technically well-designed and attractive in appearance.			
2. Typography ⁵ is related to the intellectual maturity of the student.			
3. Pictures and illustrations ⁶ are synchronized with the content.			
4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.			

Write here any additional criteria which you believe should be included:

⁴Format as used here refers to the general form or arrangement of anything.

⁵typography is used to mean the style and appearance of the printed matter.

⁶Illustrations include graphs, charts, and maps.

**APPRAISAL OF INSTRUCTIONAL MATERIALS¹ FOR USE
WITH THE EDUCABLE MENTALLY RETARDED IN
A HOME ECONOMICS FOODS CLASS**

Directions: In your estimation, how do the selected home economics instructional materials rate when considered for use with the educable mentally retarded in a junior high school? Record your appraisal of each instructional material in its corresponding column. The rating scale is designed to read as follows:

1	2	3	4	5
Outstanding		Satisfactory		Poor
or				or
Excellent				Unsatisfactory

Space has been provided at the end of the appraisal form for comments.

Criteria	Instructional Materials							
	A	B	C	D	E	F	G	H
A. Content ² is appropriate to the intellectual maturity of the student.								
1. Content teaches a single or small number of concepts thoroughly.								
2. Content is concise and concrete.								
3. Content is well-organized and presented in a logical sequence.								
4. Vocabulary is at or below the fifth grade reading level.								
5. Sentences are generally simple in structure and short in length.								
B. Content is appropriate to the chronological age and social interests of the student.								

DEFINITIONS:

¹Instructional Materials is used in this study to mean devices used for teaching purposes, including pamphlets or bulletins, charts, films and filmstrips, and overhead transparencies.

²Content refers to that subject matter which is written for explanation or description.

Criteria	Instructional Materials							
	A	B	C	D	E	F	G	H
1. Setting ³ and characters are familiar and relate to the experiences and interests of the student								
2. Setting and characters are of interest to other students at a comparable age.								
3. Indication of grade level is absent.								
C. Content is appropriate and contributes to the instructional objectives and structure of the curriculum or course of study.								
1. Content helps develop judgment and discrimination.								
2. Content helps develop initiative and self-direction.								
3. Content is functional for life situations.								
D. Format ⁴ is appropriate to the intellectual maturity of the student.								
1. Format is technically well-designed and attractive in appearance.								
2. Typography ⁵ is related to the intellectual maturity of the student.								
3. Pictures and illustrations ⁶ are synchronized with the content.								
4. Pictures and illustrations clarify ideas and reinforce accurately the content presented.								

³Setting refers to environment or surroundings of an event.

⁴Format as used here refers to the general form or arrangement of anything.

⁵Typography is used to mean the style and appearance of the printed matter.

⁶Illustrations include graphs, charts, and maps.

SELECTED INSTRUCTIONAL MATERIALS

- "A" National Dairy Council, Every Day Eat the 1-2-3-4 Way. Chicago: National Dairy Council, 1969.
- "B" Department of Health, Division of Nutrition, All Systems Are Go...With Your 4 Stage Food Rocket. Harrisburg, Pennsylvania: Commonwealth of Pennsylvania, 1967.
- "C" National Dairy Council, The Four Food Groups...A Food Chart for Intermediate Grades. Chicago: National Dairy Council, 1968.
- "D" National Dairy Council, The Four Food Groups. Chicago: National Dairy Council, 1967.
- "E" National Live Stock and Meat Board, My Daily Food Record. Chicago: National Live Stock and Meat Board, 1959.
- "F" National Live Stock and Meat Board, Food to Grow On. Chicago: National Live Stock and Meat Board, 1959.
- "G" Spitze, Hazel T., and Patricia H. Rotz, We Are What We Eat. Austin, Texas: Steck-Vaughn Company, 1966, pp. 39-42.
- "H" National Live Stock and Meat Board, The Real You. Chicago: National Live Stock and Meat Board, 1968, Frames 1-26, and 48-83.

College of Home Economics
South Dakota State University
Brookings, South Dakota
May 5, 1969

Mr. John Doe
Special Education Department
Area Public Schools
Schooltown, Area

Dear Mr. Doe,

Your response in determining the appropriateness of criteria to the characteristics and needs of the educable mentally retarded was most gratifying! The study to develop criteria for the appraisal of instructional materials for the educable mentally retarded is now in its final phase. This will involve the judgment of the panel in the actual appraisal of selected home economics instructional materials for use with the EMR in a junior high school.

The materials are being mailed under separate cover and have been selected for use in a foods class.

Concept: Health and Nutrition

Generalization: The four basic food groups are a guide to choosing foods that are needed to help a person look, feel, and act one's best.

Objectives: (1) To recognize the indications of good health and the foods that contribute to it, and (2) to recognize the four basic food groups and their relationship to good health.

While the educable mentally retarded exhibit individual differences, they also generally have commonalities in ability, performance, and behavior that permit both group and individual instruction. Therefore, it is assumed that the criteria developed for the appraisal of home economics instructional materials will be applicable to the EMR as a group and that modifying the material would alter it for individuals within that group.

Doe

-2-

May 5, 1969

Will you please complete the appraisal form and return to me in the enclosed self-addressed stamped envelope by May 19, if possible? Thank you for your cooperation and assistance! Results of the study will be forwarded to you.

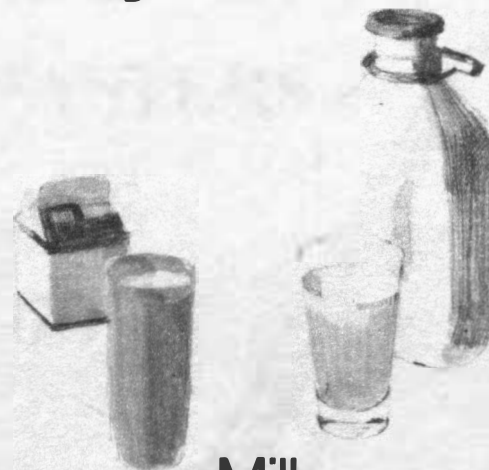
Sincerely,

Irene Winterfeld
Graduate Assistant
Home Economics Education



Eat the 1-2-3-4 way!

1 for your muscles



Milk

3 or more glasses

Drink milk at every meal and have some in foods like these:



ILLUSTRATION OF INSTRUCTIONAL MATERIAL "A":
EVERY DAY EAT THE 1-2-3-4 Way



B

u have eaten enough foods from each of the
YOUR FOOD ROCKET TO GOOD HEALTH

MILK

2 or more glasses

u may have whole milk, buttermilk or
in milk.

Flavored milk is nice for parties!

FRUITS AND VEGETABLES

4 or more servings

Choose one of these — orange, grapefruit,
tangerine, orange juice, tomato or raw
cabbage.

And choose a dark-green or deep-yellow
vegetable such as spinach, kale, carrot
or sweet potato, or you may have a deep-
yellow fruit like apricot or cantaloupe.

Then choose two more servings from
fruits and vegetables like apples, ba-
nanas, peaches, pears, prunes, celery,
corn, green beans, peas and potatoes.

Try some fruits and vegetables raw!

PROTEIN FOODS

2 or more servings

Choose two servings of any of these —
meat, fish, chicken, turkey, cheese,
eggs, dry beans, split peas or peanut
butter.

Eat liver or liverwurst at least once
a week!

CEREALS AND BREADS

4 or more servings

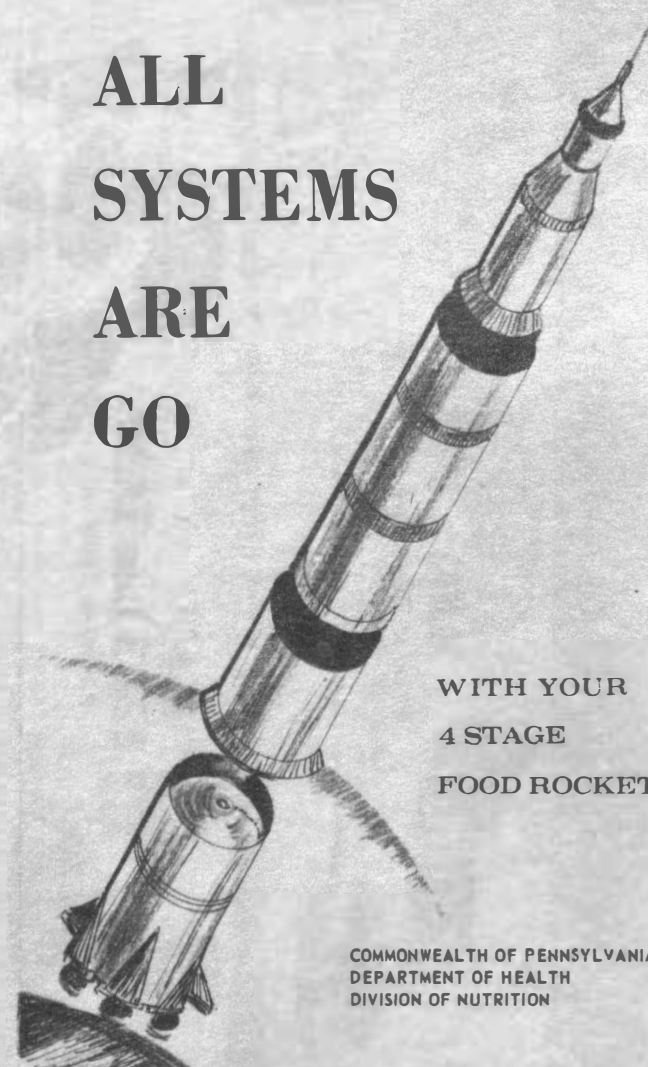
Choose your four servings from breakfast
cereals, bread, rolls, rice, macaroni or
spaghetti.

Try both hot and cold breakfast
cereals!

IT TAKES ALL STAGES TO HIT THE TARGET!

HNB-23007 P REV. 1/67

ALL
SYSTEMS
ARE
GO

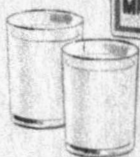


WITH YOUR
4 STAGE
FOOD ROCKET

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF HEALTH
DIVISION OF NUTRITION

ILLUSTRATION OF INSTRUCTIONAL MATERIAL "B": ALL
SYSTEMS ARE GO WITH YOUR 4 STAGE FOOD ROCKET

C E FOUR FOOD GROUPS



MILK

3 OR MORE GLASSES
to drink and in foods like these



MEAT and EGGS

2 OR MORE SERVINGS



or some of these alternates



Have one dark green
or yellow vegetable

VEGETABLES and FRUITS

4 OR MORE SERVINGS



Have one citrus fruit



Enriched or whole grain



BREAD and CEREALS

4 OR MORE SERVINGS

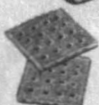


ILLUSTRATION OF INSTRUCTIONAL MATERIAL "C":
THE FOUR FOOD GROUPS

D

FOOD GROUPS

you need...

MILK

3 OR MORE GLASSES
1 in foods like these



MEAT and EGGS

2 OR MORE SERVINGS



or some of these alternates

VEGETABLES and FRUITS

4 OR MORE SERVINGS



Have one citrus fruit

BREAD and CEREALS

4 OR MORE SERVINGS



Food can be fun to eat. It helps keep you feeling fine, too. Plan two days' meals. The four food groups are numbered below. When you include a food in your menu, place the number of the group to which it belongs beside the food you list and CIRCLE IT.

See how well your choices follow the foods in the chart. Did you include the recommended number of servings for each group? Are most of your foods in the four groups?

① MILK

② MEAT and EGGS

③ VEGETABLES and FRUITS

④ BREAD and CEREALS

BREAKFAST

LUNCH

DINNER

EXAMPLE — How To Write Your Menu

- ③ Orange Juice
- ② Scrambled Eggs
- ④ Buttered Toast
- ① Milk

Snacks

- ② and ④ Hamburger on a Bun
- ③ Canned and Celery Sticks
- ③ Apple
- ① Milk

Cookies

- ① and ④ Macaroni and Cheese
- ③ String Beans
- ③ Tossed Green Salad
- ④ Hard Roll
- Cherry Pie
- ① Milk

③ Banana

FIRST DAY'S MENU

Snacks

SECOND DAY'S MENU

Snacks

E

Record For 3 Days

Count the number of servings of each of the food groups and write the number in the right square.

MEAT GROUP

Beef, Lamb, Pork, Veal
Chicken, Turkey, Fish
Eggs
Dried Beans and Peas
Nuts, Peanut Butter

Add to find the number of servings each day

	DAY 1	DAY 2	DAY 3

MILK GROUP

Milk
Cheese
Ice Cream

Add to find the number of servings each day

	DAY 1	DAY 2	DAY 3

You need 3 or 4 SERVINGS from the MILK GROUP each day.

VEGETABLE and FRUIT GROUP

Cucumbers, Green Peas
Other Peas
Leafy Greens
Vegetables
Other Vegetables

Add to find the number of servings each day

	DAY 1	DAY 2	DAY 3

BREAD AND BUTTER

Bread
Breakfast Cereals
Macaroni, Spaghetti, Rice

Add to find the number of servings each day

	DAY 1	DAY 2	DAY 3

You need 4 SERVINGS from the BREAD and CEREAL GROUP each day.

My Food Score

(Check the right answer)

	MEAT GROUP	MILK GROUP	VEGETABLE-FRUIT GROUP	BREAD-CEREAL GROUP
I eat enough from this group				
I need to eat more from this group				

My Food Score

(Check the right answer)

	MEAT GROUP	MILK GROUP	VEGETABLE-FRUIT GROUP	BREAD-CEREAL GROUP
I eat enough from this group				
I need to eat more from this group				

Copyright National Live Stock and Meat Board 1959

ILLUSTRATION OF INSTRUCTIONAL MATERIAL "E":
MY DAILY FOOD RECORD

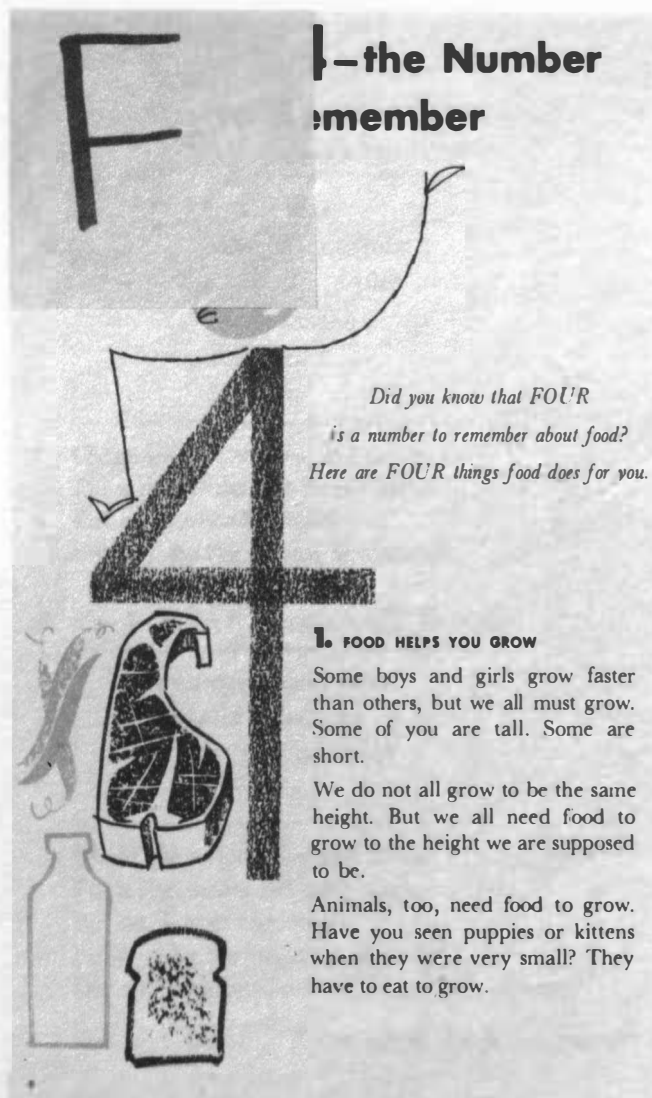


ILLUSTRATION OF INSTRUCTIONAL MATERIAL "F":
FOOD TO GROW ON...A BOOK ABOUT
FOOD FOR BOYS AND GIRLS

G

pp. 39-42

foods for supper.

loaf
carrots
oleo
peaches
oatmeal cookies
milk

Circle the vegetables and fruits.
Put a line under the milk foods.
Put an **X** over the meat.
Put a **✓** by the breads and cereals.

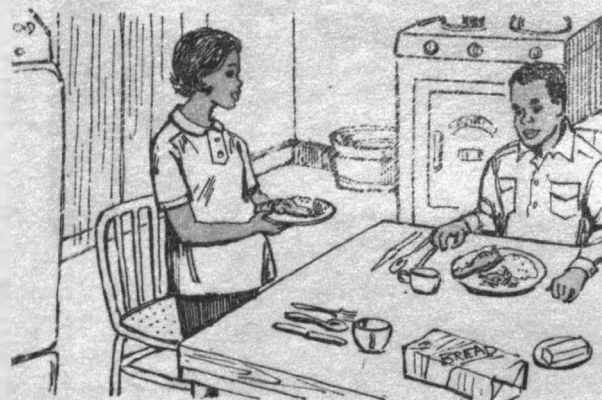
2. The Jacksons had these foods for supper.

hamburgers and buns
stewed tomatoes
canned fruit cocktail
coffee

Circle the vegetables and fruits.
Put a line under the milk foods.
Put an **X** over the meat.
Put a **✓** by the breads and cereals.
Did the Jacksons have all four kinds of food?
Yes No If not, which foods are missing?

ILLUSTRATION OF INSTRUCTIONAL MATERIAL "G":
WE ARE WHAT WE EAT

CHAPTER 21 —



Supper at the Lees

The next day Esther fixes different foods.

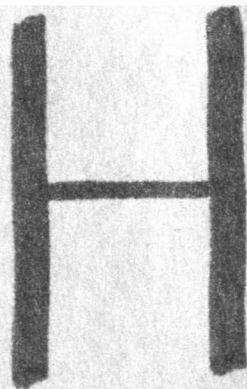
"Fred," she says, "do we have four kinds of food tonight? The doctor said to check up every day."

Fred looks at his plate.

"I guess the chicken is the meat kind. The green beans and potatoes are vegetables. We have bread. That is three kinds. But, we have no milk."

"I fooled you," says Esther. "I put milk in the mashed potatoes and in the gravy. You have some in your coffee. We will have ice cream for dessert. So, we do have milk."

"You did fool me," says Fred. "I am glad you are checking."



Frames 1-26, 48-83

ould be easy, because—not only do
rs like meat—but it usually makes
dish of the meal.



57. A second group—the Milk Group—includes not only milk, but ice cream and cheese.



58. A teenager needs at least four servings each day from the Milk Group. A good starting point is to drink a glass of milk with every meal.



59. The Vegetable and Fruit Group, of course, includes all kinds of fruits and vegetable—fresh, frozen or canned. Unfortunately, this group is avoided by many teenagers.

— 14 —

ILLUSTRATION OF INSTRUCTIONAL
MATERIAL "H": THE REAL YOU